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ABSTRACT

This report, seventh in a series, is designed to measure progress made by the nation toward the eight National Education Goals. This year's "Goals Report" highlights student achievement in mathematics and science, two of the core academic subjects in which all students are expected to demonstrate competence. The promising news is that more students in grades 4, 8, and 12 were considered proficient or competent in mathematics than students were 6 years ago, and more students are receiving degrees in mathematics or science. The first chapter discusses "Mathematics and Science Achievement for the 21st Century." Chapter 2 discusses achievement at the national level and presents exhibits that portray progress toward each of the eight national education goals. Chapter 3 considers achievement at the state level, with a page for each state. Overall, it appears that national progress on the 26 core indicators is slightly better than that described in the 1996 "Goals Report," with significant improvement in 6 areas. Significant improvements have also been seen in many areas at the state level. Gratifying as improvements are, the National Education Goals Panel recognizes that much remains to be done. To this end, the Panel recommends setting tougher standards, aligning all components of the education system with these standards, and strengthening the subject matter knowledge and teaching skills of teachers. Four appendixes present data collection schedules, technical sources for national and state indicators, and acknowledgments. (Contains 26 exhibits and 7 tables.) (SLD)

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ED 410 319

THE NATIONAL EDUCATION GOALS REPORT

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BUILDING A NATION OF LEARNERS

1997

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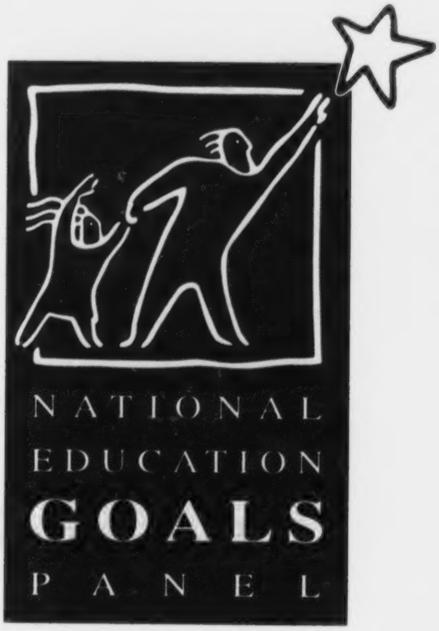
THE NATIONAL EDUCATION GOALS REPORT

Building a Nation of Learners

1997


NATIONAL
EDUCATION
GOALS
PANEL

National Education Goals Panel

The National Education Goals Panel (NEGP) is a unique bipartisan and intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals. In 1994, the Goals Panel became a fully independent federal agency charged with monitoring and speeding progress toward the eight National Education Goals. Under the legislation, the Panel is charged with a variety of responsibilities to support systemwide reform, including:

- Reporting on national and state progress toward the Goals over a 10-year period;
- Working to establish a system of high academic standards and assessments;
- Identifying actions for federal, state, and local governments to take; and
- Building a nationwide, bipartisan consensus to achieve the Goals.

Panel members include eight Governors, four members of Congress, four state legislators, and two members appointed by the President.

The Goals Panel strives to make the National Education Goals Report useful to a variety of audiences. Please provide any comments you may have about this report to us by using the response card in the back of this document.

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Data Highlights

National progress on the 26 core indicators is slightly better than the progress that was characterized in the 1996 Goals Report. National performance has improved significantly* in six areas:

- The proportion of infants born with one or more health risks has decreased (Goal 1 indicator).
- More 2-year-olds have been fully immunized against preventable childhood diseases (Goal 1 indicator).
- More families are reading and telling stories to their children on a regular basis (Goal 1 indicator).
- Mathematics achievement has improved among students in Grades 4, 8, and 12 (Goal 3 indicator).
- More students are receiving degrees in mathematics and science. This is true for females and minorities, as well as for all students (Goal 5 indicator).
- Incidents of threats and injuries to students at school have decreased (Goal 7 indicator).

In seven areas national performance has declined:

- Reading achievement at Grade 12 has declined (Goal 3 indicator).
- The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased (Goal 4 indicator).
- Fewer adults with a high school diploma or less are participating in adult education, compared to those who have postsecondary education (Goal 6 indicator).
- Student drug use has increased (Goal 7 indicator).
- Attempted sales of drugs at school have increased (Goal 7 indicator).
- Threats and injuries to public school teachers have increased (Goal 7 indicator).
- More teachers are reporting that disruptions in their classrooms interfere with their teaching (Goal 7 indicator).

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* In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

Data Highlights

In seven areas no significant changes in national performance have occurred. Since the Goals were established, we have not:

- reduced the gap in preschool participation rates between high- and low-income families (Goal 1 indicator);
- improved the high school completion rate (Goal 2 indicator);
- improved reading achievement at Grades 4 and 8 (Goal 3 indicator);
- reduced the gap in college enrollment rates and college completion rates between White and minority students (Goal 6 indicators);
- reduced the percentage of students who report using alcohol (Goal 7 indicator);
- reduced student reports of classroom disruptions that interfere with their learning (Goal 7 indicator); or
- increased the percentage of parents who report being involved in activities in their child's school (Goal 8 indicator).

*Since baselines were established for the state** indicators, significant improvements have occurred in the following areas:*

- Forty states reduced the percentage of infants born with one or more health risks (Goal 1 indicator).
- Fifty-four jurisdictions increased the number of mothers receiving prenatal care in the first trimester of pregnancy (Goal 1 indicator).
- The proportion of children with disabilities participating in preschool rose in 46 states (Goal 1 indicator).
- Twenty-seven jurisdictions increased the percentage of 8th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment. In no jurisdiction did the percentage decrease (Goal 3 indicator).
- In all states but one, the proportion of Advanced Placement examinations receiving a grade of 3 or higher increased (Goal 3 indicator).
- Forty-seven jurisdictions increased the percentage of all students who received a degree in mathematics or science. In addition, 33 jurisdictions increased the percentage of minority students and 43 jurisdictions increased the percentage of female students who received a degree in mathematics or science (Goal 5 indicator).
- In nine out of 12 states, the percentage of students enrolling in postsecondary education increased (Goal 6 indicator).
- In 32 states, the percentage of U.S. citizens who voted increased (Goal 6 indicator).

In other areas, the news is not as encouraging:

- In 47 jurisdictions, the number of children born with low birthweight increased (Goal 1 indicator).
- In nine of 18 states, the high school dropout rate increased (Goal 2 indicator).

** The term "state" is used to refer to the 50 states and the District of Columbia. The term "jurisdiction" is used to refer to the 50 states, the District of Columbia, and the territories.

Data Highlights

- In 13 of 19 jurisdictions, the percentage of public high school students who reported using marijuana increased. In no jurisdiction did the percentage decrease (Goal 7 indicator).
- In nine of 13 jurisdictions, more students reported being offered, sold, or given an illegal drug at school. No jurisdiction showed a decrease in the percentage of students who reported that drugs were available on school property (Goal 7 indicator).
- In 37 states, more teachers reported that student disruptions in their classrooms interfered with their teaching (Goal 7 indicator).

Performance has not changed markedly over time in the following areas:

- Immunizations. Forty-five states showed no change in the proportion of 2-year-olds immunized (Goal 1 indicator).
- High School Completion. Thirty-eight states experienced no change in the percentage of 18- to 24-year-olds who held a high school diploma (Goal 2 indicator).
- 4th Grade Reading. In 37 jurisdictions, the percentage of 4th graders scoring at the Proficient or Advanced levels on the NAEP reading assessment did not change (Goal 3 indicator).
- 4th Grade Mathematics. In 32 jurisdictions, the percentage of 4th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment did not change (Goal 3 indicator).
- Teacher Preparation and Professional Development. In more than 40 states, there was no change in the percentage of teachers who reported that they held a degree or held a teaching certificate in their main teaching assignment. In 33 states, no change was reported in the proportion of beginning public school teachers who participated in a formal teacher induction process (Goal 4 indicators).
- Registering to Vote. In 32 states, there was no change in the percentage of U.S. citizens registered to vote (Goal 6 indicator).
- Alcohol Consumption. Only one jurisdiction out of 20 had a decrease in the percentage of public school 10th graders who reported having 5 or more drinks in a row (Goal 7 indicator).
- Student Victimization. Of the 13 jurisdictions that reported data, none reduced the percentage of students who reported being threatened or injured with a weapon on school property (Goal 7 indicator).
- School Safety. Of the 14 jurisdictions reporting data, none reduced the percentage of students who reported that they did not feel safe at school (Goal 7 indicator).
- Fights and Carrying Weapons at School. No progress was made in any state in decreasing the percentage of students who reported participating in a physical fight on school property. In addition, in only two jurisdictions was there a decrease in the percentage of students who reported carrying weapons on school property (Goal 7 indicators).
- Parental Involvement. In more than 40 states, no change was reported in the level of parent involvement from either the teacher's or principal's perspective. Similarly, public school principals in 34 states reported that there was no increase in the influence the parent association in their school had on school policy (Goal 8 indicators).

Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1997 National Education Goals Report*. This report is the seventh in a series designed to measure the amount of progress made by the nation and the states toward the eight National Education Goals.

This year's *Goals Report* highlights student achievement in mathematics and science, two of the core academic subjects in which we expect all students to demonstrate competency. The promising news is that more of our students in Grades 4, 8, and 12 are considered proficient or advanced in mathematics than students were six years earlier. In addition, more of our college graduates are receiving degrees in mathematics and science. We attribute much of this success to the work that states and professional organizations have done to set rigorous academic standards for students.

But as gratifying as these improvements are, we know that more must be done if we hope to raise the mathematics and science skills of all our students to world-class levels. Although our 4th graders were outperformed in science only by Korea in a recent international assessment, the United States was slightly above the international average in 4th grade mathematics and 8th grade science, and below the international average in 8th grade mathematics. In fact, the mathematics scores of our very best 8th grade students were similar to the scores of only average students in Singapore. That is why the National Education Goals Panel proposes three steps in this year's report to raise the achievement levels of our young people: set tougher standards that are comparable to the best in the world; align all components of the education system with the standards; and strengthen our teachers' subject matter knowledge and teaching skills.

The National Education Goals Panel has always advocated challenging academic standards as a means of measuring and improving student achievement. As important as this is, more must be done if schools are to help students reach challenging standards. It is our belief that this *Goals Report* brings us closer to understanding how to get there.

Sincerely,

James B. Hunt, Jr., Chair (1997)
National Education Goals Panel,
and Governor of North Carolina

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Preface

Earlier this year, we spoke to policymakers, researchers, and parents from across the country about past *Goals Reports*. We wanted to know not only if they found the documents relevant and useful, but how we could make the *Goals Report* better. We asked them questions such as: What information did you use? Were the charts and graphs easy to interpret? Does the document communicate effectively? and, How can the document be improved?

Some of the most important feedback we received was that our audience wanted more explicit state comparisons. They wanted to know the range of state scores. They wanted to be able to compare one state's results with another state's results, and they wanted to understand a "top" state's policies or programs that seem to be affecting their results. And they still wanted to know how a particular state was doing compared to its own baseline.

Our response to this feedback is in two parts — that which is contained in this printed document, and that which is accessible on our web site. We believe that they complement each other. In this *Goals Report*, you will find on each state page the range of state scores for each indicator, the median value for each indicator, and the U.S. performance (in those cases where the U.S. data are comparable to the state data). Users who would like to make additional comparisons across the states on the indicators can do so by accessing our web site at http://www.negp.gov. There you will be able to search by indicator and easily identify the "top" states. In addition, our web site will allow you to choose the states you wish to compare on various indicators. And in early 1998, our *NEGP Monthly* (which is accessible on our web site) will explore Goal-related policies and programs of top achieving states on several of the indicators described in this report.

It is our hope that these changes will make this document more useful to you. Please feel free to provide us with comments. A response form is included in the back of this report for that purpose.

We would like to thank those who participated in our focus groups for their time, energy, and ideas. Special thanks also go to members of our Working Group, especially members of the Reporting Committee: John Barth, Carol Hedges, G. Thomas Houlihan, Sherry Kaiman, Tim Kelly, Lynda McCulloch, Drew Petersen, Mary Rollefson, Alexander Russo, Patty Sullivan, Lisa Weil, Dwayne Williams, and Linda Wilson. The *1997 National Education Goals Report* would not have been possible without their dedication and assistance.

Ken Nelson

Ken Nelson
Executive Director
National Education Goals Panel

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The National Education Goals

Goal 1: Ready to Learn

By the year 2000, all children in America will start school ready to learn.

Objectives:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Objectives:

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

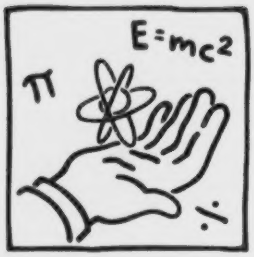
Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.



Goal 5: Mathematics and Science

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives:

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 6: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

- Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Chapter 1: Mathematics and Science Achievement for the 21st Century

This summer marked one of the most miraculous scientific achievements in the history of the United States. On July 4, 1997, a team of U.S. engineers and scientists succeeded in landing a spacecraft on the surface of Mars for the first mobile exploration of another planet. The team members at mission control nervously held their breath to see whether 17-foot airbags would provide sufficient cushion for the spacecraft during an innovative landing that had never before been attempted. The airbags worked. The landing was precise. And out rolled a robot named Sojourner, the size of a microwave oven, designed to explore and transmit images of the Martian surface to scientists in California, 119 million miles away.

The success of the Pathfinder expedition has captured the American public's interest in science in a way that has not been seen since the 1969 Apollo moon landing. Some say that the Pathfinder scientists themselves deserve much of the credit for generating public interest by wearing 3-D glasses during news conferences and giving the Martian rocks names like Yogi, Barnacle Bill, and Scooby-Doo.[1] They made science fun, and their excitement was apparently contagious. Twenty-five World Wide Web sites set up by NASA to broadcast the images relayed from Mars recorded 220 million hits the first five days.[2] During the weekend following Pathfinder's landing, 7,000 people a day were reported to have visited the Planetary Society's "Planetfest" about Mars in downtown Pasadena.[3] And Mattel sold out 1,500 toy models of the Pathfinder spacecraft and its Sojourner rover in less than an hour at a stand set up at NASA's Pasadena campus.[4]

With the success of the Pathfinder mission, the American public can rest assured that our position as a world leader in aeronautics remains secure. But how does the United States compare in other scientific, mathematical, and technological fields? Are we a leader? And will we still be a leader fifty years from now, given our students' current levels of skill and training?

In the early 1980's, experts cautioned that unless students' mathematics and science skills quickly improved, the nation could expect a rapid decline in the pool of workers who had the technological skills necessary to keep the U.S. globally competitive.

In the early 1980's, business leaders warned that U.S. students' mathematics and science skills were so low in comparison to other nations that the very economic stability of the U.S. was in question. In 1983, the United States was dubbed "a nation at risk."[5] Experts cautioned that unless students' mathematics and science skills quickly improved, the nation could expect a rapid decline in the pool of workers who had the technological skills necessary to keep the U.S. globally competitive. Singapore had become a world leader in the microchip industry. Japan and Korea were building cheaper, more energy-efficient automobiles. Germany and Taiwan were approaching the United States in total exports. Increasing the strength of U.S. students' mathematics and science skills was considered so vital to our national interest that the President and the nation's Governors agreed in 1990 that one of the nation's top education goals should be to increase mathematics and

Figure 1
Mathematics Content Areas Tested by TIMSS

	Grade 4	Grade 8
Data representation, analysis, and probability	X	X
Geometry	X	X
Whole numbers	X	
Fractions and proportionality	X	
Patterns, relations, and functions	X	
Measurement, estimation, and number sense	X	
Fractions and number sense		X
Algebra		X
Measurement		X
Proportionality		X

Sources: U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context,* NCES 97-255. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context,* NCES 97-198. Washington, DC: U.S. Government Printing Office.

science skills dramatically by the end of the century. The goal was to be more than competitive — the goal was to be first in the world:

Goal 5: Mathematics and Science

> *By the year 2000, United States students will be first in the world in mathematics and science achievement.*

Since then, voluntary nationwide standards have been developed by subject area experts to identify what all students should know and be able to do in mathematics and science.[6] Scores of states and local school districts have followed suit. As we approach the year 2000, the American public is eager to know what progress is being made. How far *is* the U.S. from being a world leader in mathematics and science? What will it take to get us where we want to be?

International comparisons of mathematics and science achievement

Assessments conducted over the past thirty years have shown U.S. performance to be extremely weak in both mathematics and science. In 1990, only 12-15% of 4th, 8th, and 12th graders were considered proficient in mathematics on a nationally administered U.S. achievement test, the National Assessment of Educational Progress (NAEP).[7] The following year, U.S. students also fared poorly on the International Assessment of Educational Progress (IAEP), which assessed mathematics and science abilities of 13-year-olds in 20 countries and 9-year-olds in 14 countries. U.S. 13-year-olds' average mathematics *and* science scores were significantly lower than those of students in Korea, Taiwan, the Soviet Union, Hungary, France, Canada, Switzerland, Israel, and Slovenia.[8]

Even when comparisons were limited to a subset of nations that compared only comprehensive student populations, the results were not much better. Results based on 10 countries for 9-year-olds and 14 countries for 13-year-olds revealed that although U.S. 9-year-olds ranked third in science, 13-year-olds were second to last. In mathematics, U.S. 9-year-olds were also second to last, while U.S. 13-year-olds were rock-bottom.[9]

Has our lackluster performance improved over time? Results from a recent international study are just beginning to answer that question. In 1995, the most comprehensive international study of mathematics and science achievement to date was conducted, the Third International Mathematics and Science Study, or TIMSS.[10] TIMSS tested half a million students in 41 countries in 30 different languages. Participating countries included some of the United States' chief economic competitors and trading partners, such as Japan, Germany, Canada, Korea, Singapore, and Hong Kong.

Figure 2
Science Content Areas Tested by TIMSS

	Grade 4	Grade 8
Earth science	X	X
Life science	X	X
Environment and the nature of science	X	X
Physical science	X	
Chemistry		X
Physics		X

Sources: U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context*, NCES 97-255. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context*, NCES 97-198. Washington, DC: U.S. Government Printing Office.

Three age groups were tested in the participating countries, corresponding roughly to Grades 4, 8, and 12 in the United States. Twenty-six nations took part in the mathematics and science assessments at Grade 4, while all 41 participated at Grade 8. Both public and private schools participated, and the same students were tested in both mathematics and science. TIMSS drew random samples of virtually all students in the participating countries, not just those enrolled in mathematics and science courses. Nearly all countries in TIMSS accomplished high participation rates, and did not exempt large portions of their student bodies from testing.*

An international curriculum analysis was conducted prior to test development to ensure that the test items reflected what was covered in the mathematics and science courses taught in the participating countries and did not overemphasize what was taught in only a few. In mathematics, six content areas were tested at Grades 4 and 8 (see Figure 1). In science, four content areas were tested at Grade 4, and five content areas were tested at Grade 8 (see Figure 2). The assessments required one and one-half hours to complete, and included both multiple-choice and open-ended questions at each grade (see examples in Figure 3).

TIMSS used multiple approaches to provide a context for the assessment results, since education policies, practices, and attitudes were likely to differ among the participating countries. In addition to the student assessments, TIMSS collected information through questionnaires administered to teachers, students, and school administrators; comparisons of mathematics and science curriculum guides and textbooks; videotapes of mathematics instruction in 8th grade classrooms in the United States, Japan, and Germany; and detailed case studies of education policies in the same three countries. To date, results have been released for 4th graders and 8th graders, with 12th graders' results scheduled for release in 1998. A linking study designed to compare the mathematics and science performance of individual states on NAEP with participating TIMSS countries is also under way.

How did we do?

Overall, the international standing of U.S. 4th graders was stronger than that of U.S. 8th graders in both mathematics and science. And at both grade levels, the international standing of U.S. students was better in science than it was in mathematics. At both grades, there was a mixture of good and bad news about U.S. student performance.

Figures 4-7 show how the U.S. performed in relation to each of the other TIMSS participants. The authors of the TIMSS studies caution that it would not be accurate to rank the countries strictly by their average scores. (It would be erroneous, for example, to conclude that the U.S. ranked 12th out of 26 in 4th grade mathematics.) This is because the

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* A small number of countries deviated from strict international quality control requirements regarding random selection, participation rates, etc. Their results are marked in the TIMSS findings as a caution to the reader.

Figure 3.
Sample TIMSS Items – Grade 4

Mathematics — Grade 4
Measurement, Estimation, and Number Sense

A thin wire 20 centimeters long is formed into a rectangle. If the width of this rectangle is 4 centimeters, what is its length?

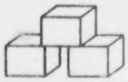
A. 5 centimeters
✓ B. 6 centimeters
C. 12 centimeters
D. 16 centimeters

Percentage of 4th graders who answered this item correctly							
International Average	*U.S.*	*Canada*	*England*	*Germany**	*Japan*	*Korea*	*Singapore*
23%	23%	23%	29%	—	32%	38%	46%

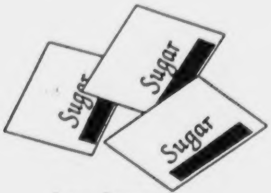
**Germany did not participate in TIMSS at Grade 4.*

Science — Grade 4
Physical Science

The picture shows two forms of sugar — solid cubes and packets of loose crystals. One cube has the same mass of sugar as one packet.



Sugar Cubes



Loose Sugar

Which of the two forms of sugar will dissolve faster in water? loose sugar,
Give a reason for your answer.

The loose sugar is smaller so it will dissolve faster.

Percentage of 4th graders who answered this item correctly							
International Average	*U.S.*	*Canada*	*England*	*Germany**	*Japan*	*Korea*	*Singapore*
37%	43%	46%	42%	—	72%	75%	45%

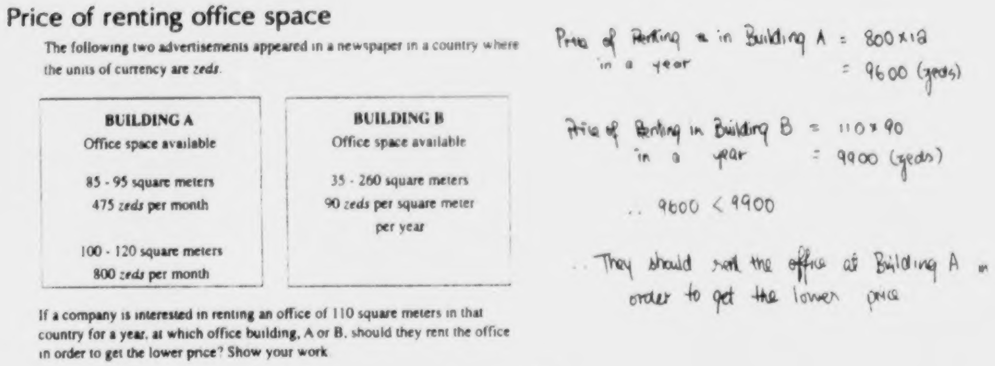
**Germany did not participate in TIMSS at Grade 4.*

Sources: Martin, M.O., et al. (1997, June). *Science achievement in the primary school years: IEA's third international mathematics and science study (TIMSS).* Chestnut Hill, MA: Boston College.

Mullis, I.V.S., et al. (1997, June). *Mathematics achievement in the primary school years: IEA's third international mathematics and science study (TIMSS).* Chestnut Hill, MA: Boston College.

Figure 3 (continued)
Sample TIMSS Items – Grade 8

Mathematics — Grade 8
Data Representation, Analysis, and Probability



Price of renting office space

The following two advertisements appeared in a newspaper in a country where the units of currency are *zeds*.

BUILDING A
Office space available

85 - 95 square meters
475 *zeds* per month

100 - 120 square meters
800 *zeds* per month

BUILDING B
Office space available

35 - 260 square meters
90 *zeds* per square meter
per year

If a company is interested in renting an office of 110 square meters in that country for a year, at which office building, A or B, should they rent the office in order to get the lower price? Show your work.

Price of Renting in Building A in a year = 800 × 12
= 9600 (zeds)

Price of Renting in Building B in a year = 110 × 90
= 9900 (zeds)

∴ 9600 < 9900

∴ They should rent the office at Building A in order to get the lower price

Percentage of 8th graders who answered this item correctly							
International Average	*U.S.*	*Canada*	*England*	*Germany**	*Japan*	*Korea*	*Singapore*
19%	18%	24%	20%	14%	47%	50%	55%

**Germany did not meet international age/grade specifications.*

Science — Grade 8
Chemistry

Which is NOT an example of a chemical change?

✔ A. Boiling water
B. Rusting iron
C. Burning wood
D. Baking bread

Percentage of 8th graders who answered this item correctly							
International Average	*U.S.*	*Canada*	*England*	*Germany**	*Japan*	*Korea*	*Singapore*
31%	43%	38%	41%	25%	54%	48%	62%

**Germany did not meet international age/grade specifications.*

Sources: **Beaton, A.E., et al. (1996, November).** ***Science achievement in the middle school years: IEA's third international mathematics and science study (TIMSS).*** **Chestnut Hill, MA: Boston College.**

Beaton, A.E., et al. (1996, November). ***Mathematics achievement in the middle school years: IEA's third international mathematics and science study (TIMSS).*** **Chestnut Hill, MA: Boston College.**

Figure 4
Grade 4 - Mathematics
Average Scores of Nations Participating In TIMSS

Singapore	**625**	
Korea	**611**	
Japan	**597**	
Hong Kong	**587**	
(Netherlands)	**577**	
Czech Republic	**567**	
(Austria)	**559**	
	552	(Slovenia)
	550	Ireland
	548	(Hungary)
	546	(Australia)
	545	**United States**
	532	Canada
	531	(Israel)
	529	← **International average**
(Latvia [LSS])	525	
Scotland°	520	
England*°	513	
Cyprus, Norway	502	
New Zealand	499	
Greece	492	
(Thailand)	490	
Portugal	475	
Iceland	474	
Iran, Islamic Republic	429	
(Kuwait)	400	

☐ Countries higher than the U.S.

☐ Countries similar to the U.S.

☐ Countries lower than the U.S.

Notes:
1. Nations not meeting international guidelines are shown in parentheses.
2. Nations in which more than 10% of the population was excluded from testing are shown with a *. Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.
3. Nations in which a participation rate of 75% of the schools and students combined was achieved only after replacements for refusals were substituted, are shown with a °.
4. The international average is the average of the national averages of the 26 nations.

Source: Mullis, I.V.S., et al. (1997, June). *Mathematics achievement in the primary school years: IEA's third international mathematics and science study (TIMSS),* Table 1.1. Chestnut Hill, MA: Boston College. (as reported in U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context,* NCES 97-255. Washington, DC: U.S. Government Printing Office.)

Figure 5
Grade 4 - Science
Average Scores of Nations Participating In TIMSS

Korea	597	
	574	Japan
	565	**United States,** (Austria)
	562	(Australia)
	557	(Netherlands), Czech Republic
England*°	551	
Canada	549	
Singapore	547	
(Slovenia)	546	
Ireland	539	
Scotland°	536	
Hong Kong	533	
(Hungary)	532	
New Zealand	531	
Norway	530	
International Average →	**524**	
(Latvia [LSS])	512	
(Israel), Iceland	505	
Greece	497	
Portugal	480	
Cyprus	475	
(Thailand)	473	
Iran, Islamic Republic	416	
(Kuwait)	401	

☐ Countries higher than the U.S.

☐ Countries similar to the U.S.

☐ Countries lower than the U.S.

Notes:

1. Nations not meeting international guidelines are shown in parentheses.
2. Nations in which more than 10% of the population was excluded from testing are shown with a *. Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.
3. Nations in which a participation rate of 75% of the schools and students combined was achieved only after replacements for refusals were substituted, are shown with a °.
4. The international average is the average of the national averages of the 26 nations.

Source: Martin, M.O., et al. (1997, June). *Science achievement in the primary school years: IEA's third international mathematics and science study (TIMSS).* Chestnut Hill, MA: Boston College. (as reported in U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context,* NCES 97-255. Washington, DC: U.S. Government Printing Office.)

Figure 6
Grade 8 - Mathematics
Average Scores of Nations Participating In TIMSS

Singapore	643	
Korea	607	
Japan	605	
Hong Kong	588	
Belgium-Flemish°	565	
Czech Republic	564	
Slovak Republic	547	
Switzerland°	545	
(Netherlands), (Slovenia)	541	
(Bulgaria)	540	
(Austria)	539	
France	538	
Hungary	537	
Russian Federation	535	
(Australia)	530	
Ireland, Canada	527	
(Belgium-French)	526	
	522	(Thailand), (Israel)*
Sweden	519	
	513	← **International Average**
	509	(Germany)*°
	508	New Zealand
	506	England*°
	503	Norway
	502	(Denmark)
	500	**United States°**
	498	(Scotland)
	493	Latvia [LSS]°
	487	Spain, Iceland
	484	(Greece)
	482	(Romania)
Lithuania*	477	
Cyprus	474	
Portugal	454	
Iran, Islamic Republic	428	
(Kuwait)	392	
(Colombia)	385	
(South Africa)	354	

☐ Countries higher than the U.S.

☐ Countries similar to the U.S.

☐ Countries lower than the U.S.

Notes:
1. Nations not meeting international guidelines are shown in parentheses.
2. Nations in which more than 10% of the population was excluded from testing are shown with a *. Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.
3. Nations in which a participation rate of 75% of the schools and students combined was achieved only after replacements for refusals were substituted, are shown with a °.
4. The international average is the average of the national averages of the 41 nations.
5. The country average for Sweden may appear to be out of place; however, statistically, its placement is correct.

Source: Beaton, A.E., et al. (1996, November). *Mathematics achievement in the middle school years: IEA's third international mathematics and science study (TIMSS).* Chestnut Hill, MA: Boston College. (as reported in U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context,* NCES 97-198. Washington, DC: U.S. Government Printing Office.)

Figure 7
Grade 8 - Science
Average Scores of Nations Participating In TIMSS

Singapore	607
Czech Republic	574
Japan	571
Korea, (Bulgaria)	565
(Netherlands), (Slovenia)	560
(Austria)	558
Hungary	554
England*°	552
Belgium-Flemish°	550
(Australia)	545
Slovak Republic	544
Russian Federation, Ireland	538
Sweden	535
United States°	**534**
(Germany),*° Canada	531
Norway	527
New Zealand, (Thailand)	525
(Israel)*	524
Hong Kong, Switzerland°	522
(Scotland)	517
Spain	517
International Average →	**516**
France	498
(Greece)	497
Iceland	494
(Romania)	486
Latvia [LSS]°	485
Portugal	480
(Denmark)	478
Lithuania*	476
(Belgium-French)	471
Iran, Islamic Republic	470
Cyprus	463
(Kuwait)	430
(Colombia)	411
(South Africa)	326

☐ Countries higher than the U.S.

☐ Countries similar to the U.S.

■ Countries lower than the U.S.

Notes:
1. Nations not meeting international guidelines are shown in parentheses.
2. Nations in which more than 10% of the population was excluded from testing are shown with a *. Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.
3. Nations in which a participation rate of 75% of the schools and students combined was achieved only after replacements for refusals were substituted, are shown with a °.
4. The international average is the average of the national averages of the 41 nations.
5. The country average for Scotland (or Spain) may appear to be out of place; however, statistically, its placement is correct.

Source: Beaton, A.E., et al. (1996, November). *Science achievement in the middle school years: IEA's third international mathematics and science study (TIMSS).* Chestnut Hill, MA: Boston College. (as reported in U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context,* NCES 97-198. Washington, DC: U.S. Government Printing Office.)

Highlights
Grade 4

- Only one country, Korea, outperformed U.S. 4th graders in science.
- U.S. scores were above the international average in both mathematics and science.
- U.S. 4th graders outperformed their peers in 12 out of 25 countries in mathematics, and in 19 out of 25 countries in science.
- If an international talent search were conducted in science to select the top 10% of all students in the participating countries combined, 16% of U.S. 4th graders would be included. No country had a significantly greater percentage of students who met this target.
- If a similar talent search were conducted in mathematics, 9% of U.S. 4th graders would be included among the top 10% worldwide. However, this share is substantially lower than the 39% of students from Singapore, 26% of students from Korea, and 23% of students from Japan who would be selected.

Source: **U.S. Department of Education, National Center for Education Statistics. (1997).** ***Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context,*** **NCES 97-255. Washington, DC: U.S. Government Printing Office.**

scores represent samples of students, and not entire student populations. All samples contain a small amount of measurement error and are only estimates of the range within which a nation's true score would fall. The estimates would be slightly higher or slightly lower if a different sample of students were chosen for testing. Therefore, it is more appropriate to talk about TIMSS participants' performance in terms of clusters of countries which performed significantly higher than, significantly lower than, or not significantly different from a particular country.**

Summary of Grade 4 results

Only one country, Korea, outperformed the U.S. in science at Grade 4. In both mathematics and science, U.S. 4th graders' scores were above the international average. In mathematics, they scored higher than 12 countries, lower than 7, and not significantly different from 6. In science, they scored higher than 19 countries, lower than 1, and not significantly different from 5. With the exception of Japanese scores in mathematics, U.S. students' performance was comparable to or higher than that of students in other Group of Seven, or G-7 nations, which are our major trading partners(i.e., Canada, England, Japan).

U.S. 4th graders outperformed their peers in both subjects in 9 of the other 25 participating countries (Cyprus, England, Greece, Iceland, Islamic Republic of Iran, New Zealand, Norway, Portugal, and Scotland). Only Korea outperformed the U.S. in both mathematics and science at Grade 4.

The U.S. scored above the international average in 5 out of 6 mathematics content areas (whole numbers; fractions and proportionality; data representation, analysis, and probability; geometry; and patterns, relations, and functions) and below the international average in one content area (measurement, estimation, and number sense). The U.S. scored above the international average in all four science content areas at Grade 4 (earth science; life science; environment and the nature of science; and physical science).

If an international talent search were conducted in science to select the top 10% of all students in the participating countries combined, 16% of U.S. 4th graders would be included. No country had a significantly greater percentage of students who met this target. In mathematics, 9% of U.S. 4th graders would be included. However, this share is substantially lower than the 39% of students from Singapore,

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** In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

Highlights
Grade 8

- The United States scored above the international average in science at Grade 8, but below the international average in mathematics.
- U.S. 8th graders outperformed their peers in 7 out of 40 countries in mathematics, and in 15 out of 40 countries in science.
- Half of the participating countries (20 out of 40) outperformed the United States in mathematics at Grade 8.
- If an international talent search were conducted in science to select the top 10% of all students in the participating countries combined, 13% of U.S. 8th graders would be included. However, only 5% of U.S. 8th graders would be included among the top 10% worldwide in mathematics. This compares to 45% of students from Singapore and 32% of students from Japan.
- When compared to our chief economic partners, the United States is in the bottom half in mathematics and around the middle in science.
- At Grade 8, the mathematics scores of the very best U.S. students were similar to the scores of average students in Singapore.

Source: U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context,* NCES 97-198. Washington, DC: U.S. Government Printing Office.

26% of students from Korea, and 23% of students from Japan who would rank among the top 10% worldwide.

U.S. boys and girls performed similarly in mathematics at Grade 4, but girls scored significantly lower in science. This was true for the content areas of earth science and physical science, as well as the overall science score.

Summary of Grade 8 results

U.S. 8th graders scored above the international average in science, but below the international average in mathematics. At Grade 8, the mathematics scores of the very best U.S. students were similar to the scores of only average students in Singapore.

In mathematics, U.S. 8th graders scored higher than 7 countries, lower than 20, and not significantly different from 13. In science, they scored higher than 15 countries, lower than 9, and not significantly different from 16. When compared to our chief economic partners, the U.S. is in the bottom half in mathematics and around the middle in science. There was no significant difference in mathematics or science scores between U.S. boys and girls at Grade 8.

U.S. 8th graders outperformed their peers in both mathematics and science in 4 of the other 40 participating countries (Cyprus, Iran, Lithuania, and Portugal). However, 5 nations outperformed the U.S. in both subjects (Singapore, Korea, Japan, Czech Republic, and Hungary).

The U.S. scored at about the international average in 3 out of 6 mathematics content areas (algebra; data representation, analysis, and probability; and fractions and number sense), and below the international average in the remaining 3 areas (geometry; measurement; and proportionality).

The U.S. scored above the international average in 3 out of 5 science content areas (earth science, life science, and environment and the nature of science) and at about the international average in the remaining two (chemistry and physics).

If an international talent search were conducted in science to select the top 10% of all students in the participating countries combined, 13% of U.S. 8th graders would be included. However, only 5% of U.S. 8th graders would be included among the top 10% worldwide who were tested in mathematics. This compares to 45% of students from Singapore and 32% of students from Japan.

International Differences in Curriculum, Instruction, and Teacher Training

- The content covered in 8th-grade mathematics classes in the United States is generally covered in the 7th grade in other countries. What is most likely to be taught to U.S. 8th graders is "general mathematics," or arithmetic (fractions, decimals, computational skills, etc.). Only one in four U.S. 8th graders takes algebra.

- The topics covered in 8th-grade mathematics classes in the United States are less focused than the topics covered in Germany and Japan.

- Mathematics classes in U.S. 8th-grade classrooms require less high-level thought than classes in Germany and Japan.

- While most U.S. mathematics teachers are aware of education reforms that have been recommended by mathematics experts, they exhibit many of these teaching behaviors less frequently than Japanese teachers.

- U.S. mathematics and science teachers have more college education than teachers in nearly all other participating TIMSS countries. However, U.S. teachers are less likely than German and Japanese teachers to receive beneficial training and support at the beginning of their teaching careers through apprenticeship programs.

Sources: U.S. Department of Education, National Center for Education Statistics. (1997). *Pursuing excellence: A study of U.S. fourth-grade mathematics and science achievement in international context*, NCES 97-255. Washington, DC: U.S. Government Printing Office.

U.S. Department of Education, National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context*, NCES 97-198. Washington, DC: U.S. Government Printing Office.

What explains the international differences in student achievement?

Two puzzling patterns emerge from the TIMSS findings:

1. U.S. students perform better in science than in mathematics.
2. Our international standing declines between Grades 4 and 8 in both mathematics and science.

How do we explain these findings? What causes our students to score higher in science than in mathematics? And what happens in U.S. schools between Grades 4 and 8 that accounts for our slip in performance? What are the highest-performing countries doing to prepare their students that we are not? Preliminary evidence from TIMSS suggests that although the answers to these questions are not simple, two factors that we can do something about are very important in helping explain these findings: what is taught, and how it is taught.

At the 4th grade level, TIMSS researchers have not yet found strong evidence of any particular factors that contribute heavily to differences in performance among the participating countries. However, at the 8th grade level, we can draw stronger conclusions about differences in performance, since sources of data included videotapes of selected mathematics classrooms and case studies of education policies, as well as background questionnaires. The multiple sources of information revealed several key differences among countries in terms of curriculum, instruction, and teacher training:

Curriculum

- What is taught in U.S. mathematics classes at Grade 8 — the curriculum — is less advanced and less focused than the curricula of other TIMSS countries.

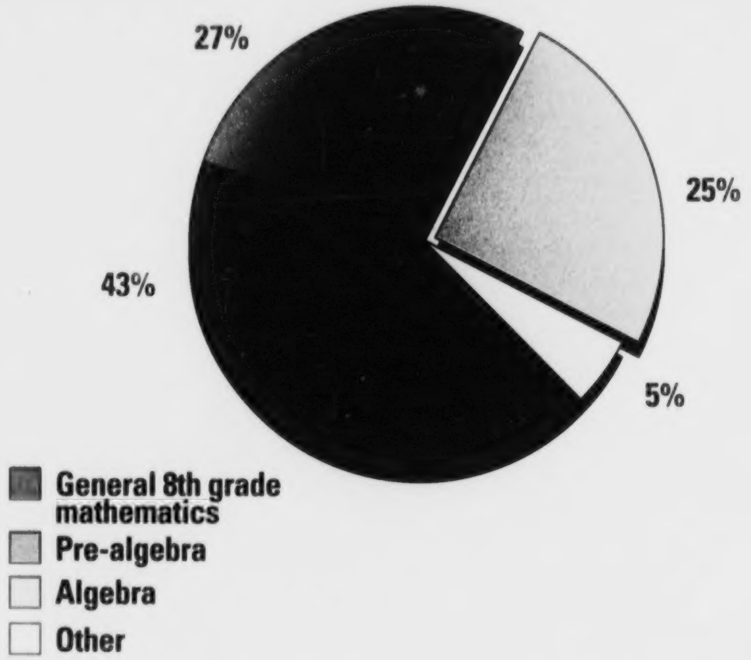
Instruction

- While most U.S. mathematics teachers are aware of education reforms that have been recommended by mathematics experts, they exhibit many of these teaching behaviors less frequently than Japanese teachers.

Teacher training

- Beginning teachers in the U.S. are less likely than those in Germany and Japan to receive regular support and practical training

Figure 8
Percentage of U.S. 8th graders enrolled in various mathematics courses, 1996



Source: U.S. Department of Education, National Center for Education Statistics. (in press). *NAEP 1996 mathematics cross-state data compendium for the grade 4 and grade 8 assessment. Findings from the state assessment in mathematics of the National Assessment of Educational Progress,* NCES 97-495. Washington, DC: U.S. Government Printing Office.

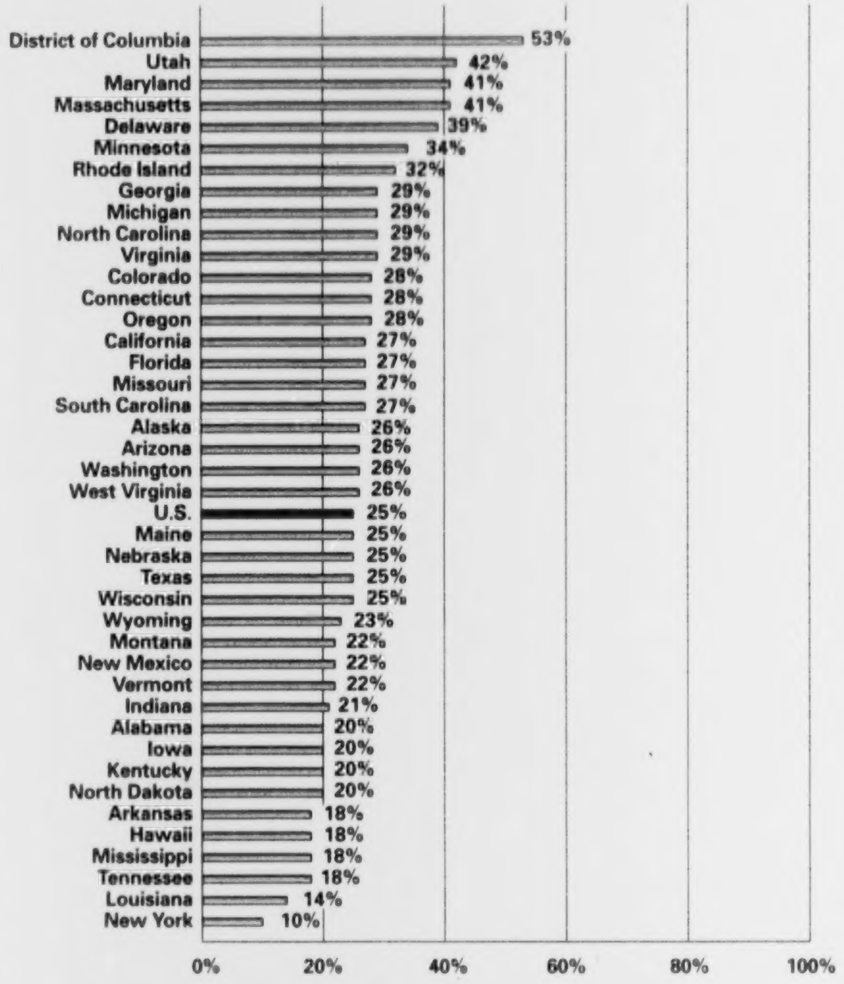
through apprenticeships and other kinds of opportunities to interact with, and learn from, more experienced teachers.

Curriculum

TIMSS findings are consistent with what we already know about curriculum and assessment. That is, students do not perform well if they are tested on subject matter that they have not been taught. Nowhere is this more clearly demonstrated than in 8th grade mathematics. In both Germany and Japan, all 8th graders enroll in mathematics classes with a heavy emphasis on algebra and geometry. In the U.S., 8th graders are generally grouped by ability into different levels of mathematics classes.[11] What is most likely to be taught to U.S. 8th graders is "general mathematics," or arithmetic (fractions, decimals, computational skills, etc.). Only one in four U.S. 8th graders takes algebra (see Figure 8).[12] The percentage ranges from 10% in the lowest states to 53% in the highest states (see Figure 9).[13] Geometry is almost never taught at Grade 8. In fact, the content covered in 8th-grade mathematics classes in the U.S. is generally covered in the 7th grade in other countries. Accordingly, U.S. mathematics textbooks cover less demanding content than German and Japanese textbooks, which devote more space to algebra and geometry.[14]

In addition to being less challenging, the U.S. curriculum sacrifices depth for breadth. TIMSS researchers have characterized the U.S. curriculum as "a mile wide and an inch deep."[15] After carefully reviewing the most common mathematics and science textbooks used in different countries, researchers concluded that the U.S. curriculum covers too many topics superficially, and does not allow students sufficient time to develop in-depth understanding of

Figure 9
Percentage of public school 8th graders[1] enrolled in algebra, 1996



[1] The following states either did not participate in the 1996 NAEP mathematics assessment or they did not meet guidelines for public school participation in Grade 8: Idaho, Illinois, Kansas, Nevada, New Hampshire, New Jersey, Ohio, Oklahoma, Pennsylvania, and South Dakota.

Source: U.S. Department of Education, National Center for Education Statistics. (in press). *NAEP 1996 mathematics cross-state data compendium for the grade 4 and grade 8 assessment. Findings from the state assessment in mathematics of the National Assessment of Educational Progress,* NCES 97-495. Washington, DC: U.S. Government Printing Office.

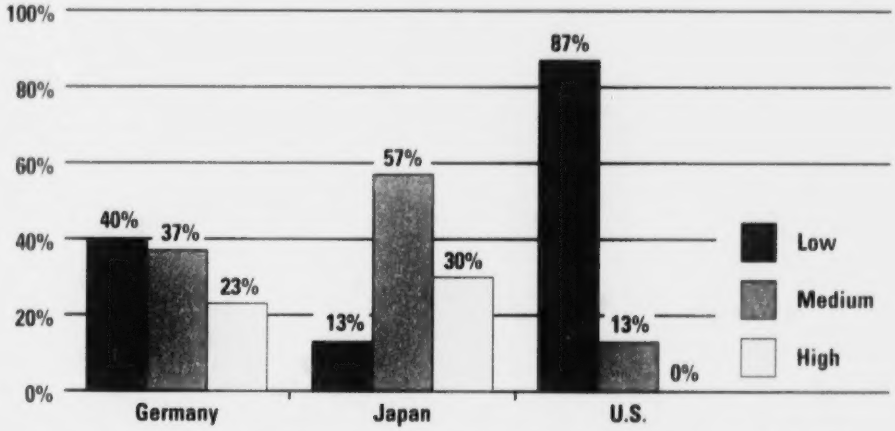


Figure 10
Percentage of 8th grade mathematics lessons rated by experts as low-, medium-, and high-quality

Source: Third International Mathematics and Science Study; unpublished tabulations, Videotape Classroom Study, UCLA, 1996. (as reported in National Center for Education Statistics. (1996). *Pursuing excellence: A study of U.S. eighth-grade mathematics and science teaching, learning, curriculum, and achievement in international context*, NCES 97-198. Washington, DC: U.S. Government Printing Office.)

mathematics and science concepts. This weakness is reflected in classroom practice. Videotapes of mathematics classrooms revealed that U.S. mathematics lessons typically attempt to cover more topics and include more activities than lessons in Germany and Japan.[16]

Instruction

For years, U.S. mathematics experts have argued that teachers must change the way they teach mathematics if we expect student achievement to improve. In 1989, the National Council of Teachers of Mathematics (NCTM) became the first group of education experts in the U.S. to develop new voluntary nationwide standards which challenge conventional wisdom about what is taught in mathematics and how it is taught.[17] The NCTM standards call for far more rigorous content so that all students will achieve at higher levels in mathematics. They also place heavy emphasis on developing problem-solving, communication, and reasoning skills.

When TIMSS researchers asked U.S. mathematics teachers whether they were aware of current ideas about mathematics teaching and learning, 95% said that they were. And when TIMSS researchers asked teachers whose mathematics lessons were videotaped whether their lessons reflected current thinking about mathematics teaching and learning, almost 75% said that they did.[18]

Yet the U.S. teachers seldom focused on mathematical thinking and problem-solving during their videotaped lessons. Experts who analyzed the sequencing of material and the complexity of reasoning required of students in a random sample of lesson transcripts from the United States, Germany, and Japan concluded that U.S. lessons required less high-level mathematical thought than those in the other two countries (see Figure 10).[19] Nearly one-third of the Japanese lessons and nearly one-fourth of the German lessons were judged to be of high quality, compared to *none* of the U.S. lessons. In fact, the lowest rating for lesson quality was given to 87% of U.S. lessons, 40% of German lessons, and only 13% of Japanese lessons.

Teacher training

Encouraging news from TIMSS is that U.S. mathematics and science teachers have more

Who is Teaching Mathematics and Science To Your Child?

- During 1993-1994, nearly one in three public high school mathematics teachers (32%) did not have even a minor in mathematics. The percentage ranged from 12% to 57% in individual states.[20]
- During 1993-1994, nearly one in four public high school science teachers (22%) did not have even a minor in science. The percentage ranged from 6% to 39% in individual states.[20]
- Chances were even greater that a student would be assigned an out-of-field teacher in mathematics and science courses if he or she attended a high-poverty school.[21]

years of university training than teachers in nearly all other participating TIMSS countries. However, U.S. teachers differ from their colleagues in Germany and Japan in the amount of formal and informal training and support that they receive once they finish their university degrees. Compared to teachers in these two countries, beginning U.S. teachers are less likely to participate in formal apprenticeship programs as they enter the teaching profession. Such apprenticeships typically pair new teachers with expert mentor teachers who can assist and support them during a structured initial period of on-the-job training, in which their teaching load is reduced. While this practice does occur in some U.S. school districts, it is not universal. In addition, TIMSS found that U.S. teachers teach more classes per week and have fewer informal opportunities to learn from other teachers than teachers in Japan do.

Although U.S. teachers have spent more time in college than teachers in most other participating TIMSS countries, this does not ensure that teachers have adequate subject-matter knowledge in the field which they are actually assigned to teach. Out-of-field teaching, a practice in which teachers are assigned to teach courses outside their area of specialization, is not uncommon in the United States. It is particularly prevalent at the secondary level and in the fields of mathematics and science. During 1993-1994, nearly one in three public high school mathematics teachers (32%) did not have even a minor in mathematics; nearly one in four science teachers (22%) did not have even a minor in science.[20] In mathematics, the percentage ranged from 12% to 57% in individual states (see Figure 11). In science, the percentage ranged from 6% to 39% in individual states (see Figure 12). Chances were even greater that a student would be assigned an out-of-field teacher if he or she attended a high-poverty school.[21]

The bottom line

We can draw three important conclusions from the recent TIMSS findings:

1. While our performance in 4th grade science shows that the Goal of being first in the world in mathematics and science is attainable, other areas show that we are far from being a world leader.

U.S. students scored above the international average in science at Grades 4 and 8, and in mathematics at Grade 4. But is this good enough? Do we want our children to be merely above average, or do we want them to excel?

2. We will not reach the Goal if we do not expect more from our students.

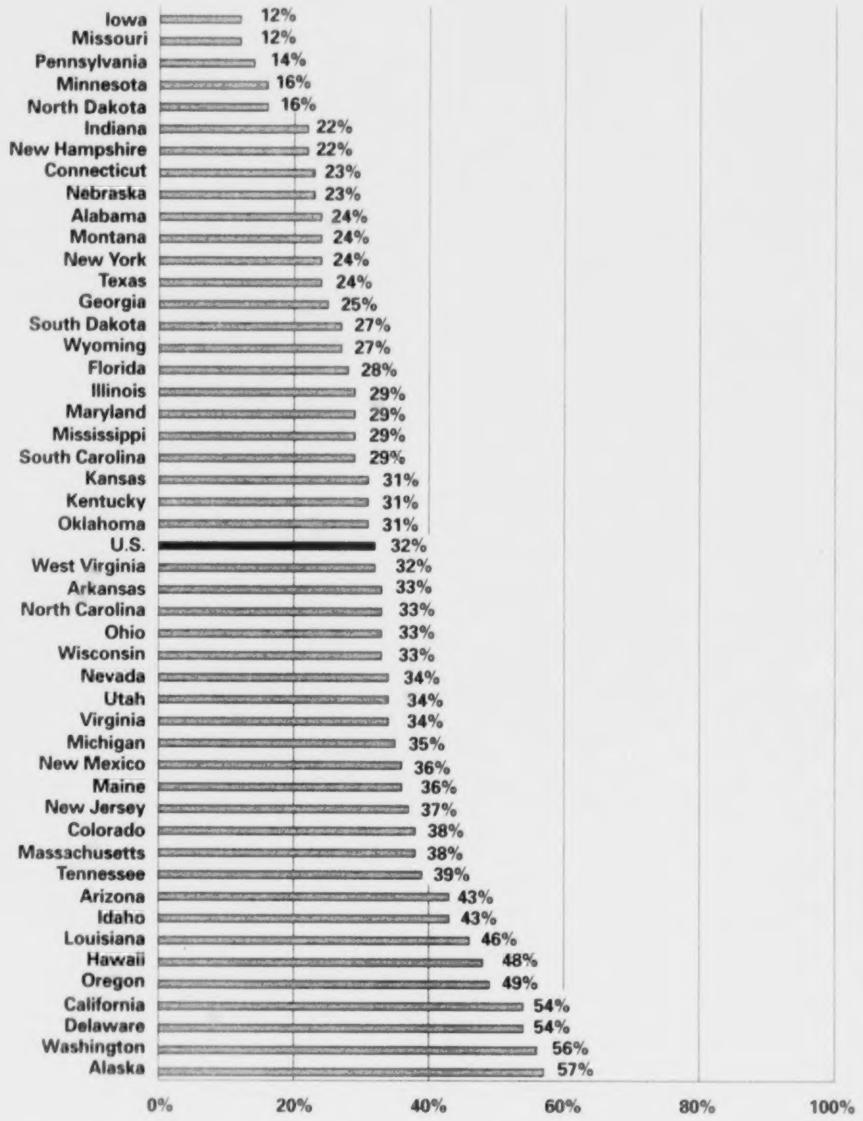
Preliminary evidence suggests that neither our textbooks nor the content of our mathematics and science classes is sufficiently challenging. We demand less high-level thought from our students than other countries do, and our instruction is less focused. Instead of a central set of knowledge and skills that we expect all students to know and be able to do, our teachers are trying to cover too many topics, resulting in only superficial understanding.

3. We will not reach the Goal if we do not create the conditions that will enable our teachers to teach well.

We permit untrained teachers in our children's classrooms through a variety of policies, such as granting waivers, issuing emergency credentials, and allowing out-of-field teaching. We

Figure 11

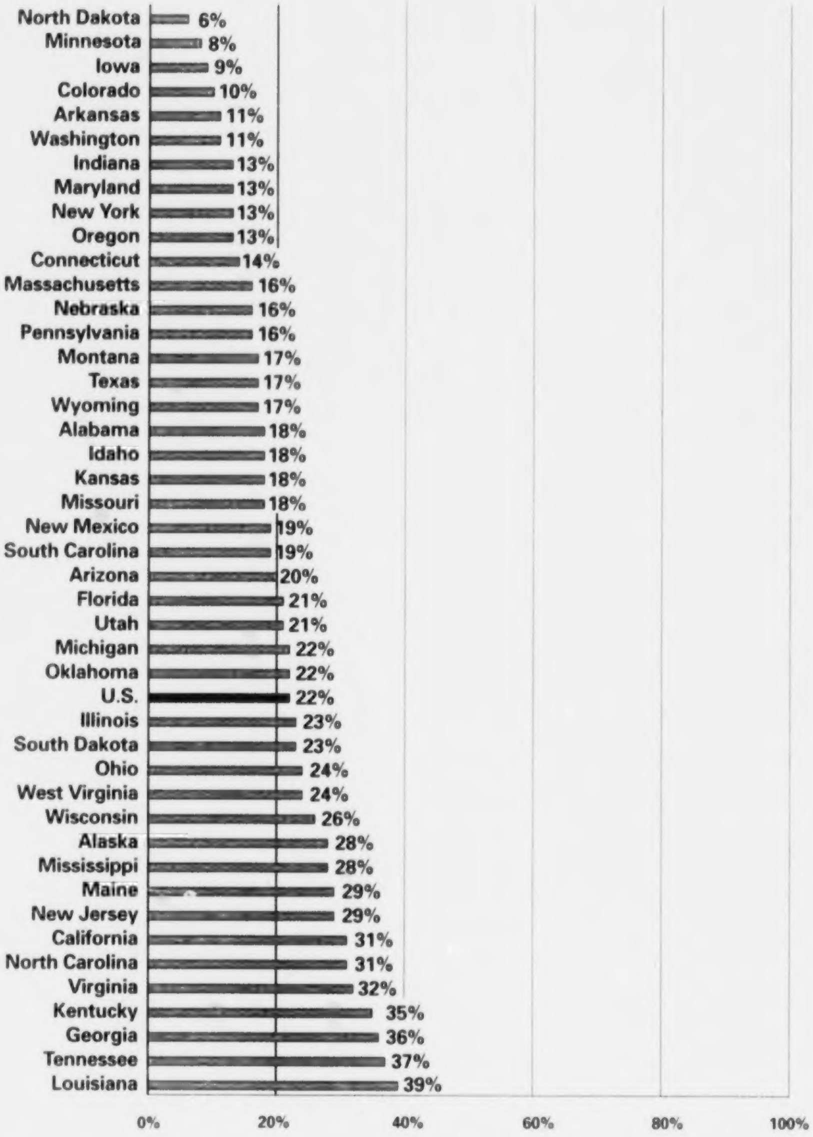
Percentage of public secondary teachers[1] who taught one or more mathematics classes without at least a minor in mathematics, 1993-1994



[1] Too few cases for a reliable estimate for the District of Columbia, Rhode Island, and Vermont.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1997.

Figure 12
Percentage of public secondary teachers[1] who taught one or more science classes without at least a minor in science, 1993-1994



[1] Too few cases for a reliable estimate for Delaware, the District of Columbia, Hawaii, Nevada, New Hampshire, Rhode Island, and Vermont.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1993-1994, unpublished tabulations prepared by Westat, August 1997.

do not provide the kinds of practical training and support for our teachers that other countries provide. Despite the fact that most U.S. teachers are aware of current education reforms, too few are translating them into practice. It should come as no surprise that lesson quality and student achievement are both lower than desirable.

What should we do about it?

The National Education Goals Panel firmly believes that we can and must address these deficiencies. But policymakers, educators, business leaders, parents, and the public must work together to do three things if we want to raise mathematics and science achievement to world-class levels.

Step 1. Set tougher standards for students in mathematics and science that are comparable to the best in the world.

By now all states but one have been actively engaged in the process of setting more challenging standards for their students.[22] Twenty-eight of the nation's largest urban districts also recently reported that they were in the process of developing or adopting their own standards.[23]

Researchers caution, however, that "although it is clear that most states have been actively working on their standards, it should not yet be taken for granted that the standards are uniformly of high quality across the states... in some states the standards are clear and readable, but in others they lack internal coherence, are poorly formatted, are susceptible to misinterpretation, or are otherwise of lower quality."[24]

It should also not be taken for granted that current state and local standards are as challenging as those set in other countries. While it is fairly common to find that states have reviewed standards and assessments developed by other states to see how theirs compare, few states have attempted any type of international comparisons. Only 12 states report that they actually examined standards, tests, or curricular materials from other countries when designing their own standards.[25] And those states that did attempt to review materials from other countries were generally limited to information from English-speaking countries, since translated materials were not readily available.

Until recently, there was no single place where states and local communities could turn for help to see whether they had set their standards high enough, what they could learn from the experience of others, or how their standards compared to the best in the world. This year an independent, nongovernmental organization, "Achieve," was created by Governors and business leaders to provide this type of assistance to states and communities.

Achieve is in the process of establishing a benchmarking service to help state leaders evaluate their standards against those of high-performing states and nations. For further information about this and other services of Achieve, see its Website (www.achieve.org) or write to Achieve, 1280 Massachusetts Avenue, Suite 410, Cambridge, MA 02138.

Step 2. Align other components of the education system with the standards, including curricula, instruction, textbooks, assessments, and school policies.

Setting higher expectations is a necessary, but not sufficient, step to increase student achievement. Once a state or a community has agreed upon its standards, other components of the education system will very likely need some fine-tuning so that they are not working at cross-purposes.

By now all states but one have been actively engaged in the process of setting more challenging standards for their students.

For example, courses that require minimal student effort will need to be replaced with higher-level mathematics and science courses that prepare all students to meet the standards. New curriculum frameworks may need to be written to translate the essential concepts that all students are expected to know into sample lessons and practical classroom activities that teachers can use in their classrooms. States may need to review teacher licensure policies, and teachers already in the workforce may require additional training to learn new content, use new technology, or implement a wider variety of effective instructional approaches. Textbooks may need to be replaced with other instructional materials that help teachers focus lessons on a limited number of topics, develop them in depth, and link them in coherent ways to other disciplines. Assessment systems may need to be revised so that tests actually measure whether or not students have mastered the skills and knowledge specified in the standards. And graduation requirements may have to be changed to make standards count, so that diplomas are awarded on the basis of what students have learned, not simply the number of hours spent in school.

Will these kinds of reforms actually lead to world-class levels of mathematics and science achievement? Evidence from Minnesota suggests that they will. Minnesota participated as a "mini-nation" in the 1995 TIMSS assessment, testing nearly 5,000 students with the same mathematics and science assessments administered in the participating TIMSS countries.[26] By drawing a large, state-representative sample of students for testing, Minnesotans can now compare their students' performance directly to the average mathematics and science scores of students in the United States and in the other participating TIMSS countries.

What they found is very instructive. Only one country, Singapore, outperformed Minnesota 8th graders in science. And in earth science, Minnesota tied Singapore for the highest score. Mathematics was a different story, however. Although Minnesota is consistently one of the highest performing states in mathematics on NAEP, Minnesotans found that best in the U.S. is not the same as best in the world. Although Minnesota 8th graders scored above the U.S. average and above the international average in mathematics, their performance placed them in the middle of the participating TIMSS countries. As was the case for the U.S. as a whole, "eighth grade mathematics in Minnesota is seventh grade mathematics by international standards."[27]

U.S. students can be the best in the world when we give them a curriculum that is focused and coherent and that is delivered by teachers well trained in the content being offered at that level.

Why was the relative standing of Minnesota's 8th graders so markedly different in mathematics and science? The answer can be traced to differences in standards for what students should know and be able to do and the alignment of other education components with them. In Minnesota, there is statewide agreement that 8th grade science instruction should focus on earth science. Tracking is seldom used in science to separate students of different abilities. Eighth grade science teachers receive special training in earth science, limit the number of topics covered during the school year to four, and cover each topic in depth. Most teachers use the same or similar textbooks, supplemented with inquiry-oriented science kits and other appropriate materials.

In mathematics, however, there is no corresponding statewide consensus on what students should know and be able to do by the end of 8th grade in mathematics. More than half of the schools in Minnesota sort students by ability into three to five levels of mathematics classes. Algebra and pre-algebra are reserved for the highest achievers, while the rest are enrolled in general mathematics courses that limit their opportunities to learn rigorous content. Compared to science courses in Minnesota, mathematics courses attempt to cover far more topics than would seem desirable (an average of 3.5 per lesson). And although Minnesota mathematics teachers are better trained in their field than their colleagues in other countries and most are familiar with current mathematics reforms, they rarely engage students in activities recommended by mathematics experts, such as conducting investigations and working on projects. Like U.S. teachers in general, Minnesota mathematics teachers have limited opportunities to observe other teachers and meet with them to plan lessons or discuss mathematics.

The resulting differences in international standing in 8th grade mathematics and science show that "U.S. students can be the best in the world when we give them a curriculum that is focused and coherent and that is delivered by teachers well trained in the content being offered at that level. [But] even the same students who performed as the world's best in earth science do not do well in mathematics when they are given a mathematics curriculum that is a 'mile wide and an inch deep.'"[28]

Step 3. Strengthen teachers' subject matter knowledge and teaching skills in mathematics and science and move state teacher policies more in line with instructional goals embedded in state standards.

The highest standards, the most rigorous courses, the most focused curricula and textbooks, and the most challenging assessments will still fail to raise U.S. mathematics and science achievement to world-class levels unless we also strengthen the preparation and ongoing professional development of our teachers. Research consistently shows that teacher expertise is one of the most important factors in raising student achievement.[29] One of the most extensive analyses of data on teachers found that differences in expertise (as measured by college degrees, years of teaching experience, and scores on teacher licensing examinations) accounted for nearly 40% of the differences

How Can We Raise Mathematics and Science Achievement to World-Class Levels?

1. Set tougher standards for students in mathematics and science that are comparable to the best in the world.
2. Align other components of the education system with the standards, including curricula, instruction, textbooks, assessments, and school policies.
3. Strengthen teachers' subject matter knowledge and teaching skills in mathematics and science and move state teacher policies more in line with instructional goals embedded in state standards.

in student test scores — more than any other factor, including parent education, family income, and other socioeconomic characteristics.[10] Moreover, a review of 60 studies found that investing in support for teacher expertise was found to be the most cost-effective way to increase student achievement.[11]

Research also consistently shows that the quality of teacher training matters enormously. It comes as no surprise that teachers who are trained in both their subject area and in teaching skills and who are fully certified are rated more highly and are more successful at raising student achievement than teachers with inadequate preparation.[12]

Yet alarming numbers of individuals are hired and assigned to teach in our schools without the credentials, training, and in-depth subject matter knowledge required to be an expert teacher. This situation is allowed to occur because there is enormous variation in state policies on teacher licensing and standards for accreditation of teacher training institutions, as well as requirements for hiring and assigning teachers to classrooms.[13] Some states require a bachelor's degree in the subject to be taught, while others require less than a minor. Some states require extensive assessments of teachers' subject matter knowledge and teaching skills, while others test only basic reading, writing, and mathematics. Most states do not require their teacher training institutions to be professionally accredited by the National Council for Accreditation of Teacher Education. And four out of five states allow temporary or emergency teaching licenses to be granted to individuals who have not fully met state standards. As pointed out by the National Commission on Teaching & America's Future,

> *Although no state will allow a person to fix plumbing, guard swimming pools, style hair, write wills, design a building, or practice medicine without completing training and passing an examination, more than 40 states allow school districts to hire teachers on emergency licenses who have not met these basic requirements. States pay more attention to the qualifications of veterinarians treating the nation's cats and dogs than to those of teachers educating the nation's children and youth.*[14]

The National Commission on Teaching & America's Future has proposed five recommendations to improve and professionalize teaching:[15]

1. Get serious about standards, for both students and teachers. There must be agreement on what *teachers* should know and be able to do in order to help students meet higher academic standards. To that end, the Commission proposes strategies such as requiring that all teacher training institutions be professionally accredited, and that teacher licensing be based on demonstrated performance, including tests of subject matter knowledge and teaching knowledge and skill.

2. Reinvent teacher preparation and professional development. Among the proposed strategies are organizing teacher education and professional development around standards, and creating and funding mentoring programs for all beginning teachers.

3. Fix teacher recruitment and put qualified teachers in every classroom. To ensure that students in all districts, not just wealthy ones, are taught by well-trained teachers, the Commission urges states and local school districts to implement strategies that will increase the ability of low-wealth districts to pay for qualified teachers, insist that districts hire only qualified teachers, and aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.

4. Encourage and reward teacher knowledge and skill. The Commission encourages states and districts to develop strategies to reward teachers for strengthening their skills at every stage of their careers, including setting goals and enacting incentives for experienced teachers to seek advanced certification through the National Board for Professional Teaching Standards.

5. Create schools that are organized for student and teacher success. Ways in which this can be done include investing more in teachers and technology and less in nonteaching personnel, and providing grants to schools for teacher learning linked to school improvement.

> ***Is the United States first in the world in mathematics and science achievement? Not yet. But we have reason to believe that we can be.***

Some states have already implemented these kinds of education reforms as part of their efforts to raise student achievement. Connecticut and North Carolina have developed some of the most comprehensive approaches. Connecticut raised minimum salaries for beginning teachers, set tougher standards for teacher licensing, created new performance-based examinations, implemented a mentoring program for beginning teachers, invested in training for the mentor teachers, and required teachers to earn a master's degree in education to obtain a continuing license.[16] Connecticut also provided grants to universities to redesign teacher education programs and eliminated permanent teaching licenses, requiring instead that teachers continue to earn credits for coursework or other forms of professional development for relicensure.[17]

North Carolina's approach included raising minimum salaries, requiring all schools of education to be accredited, implementing a mentoring program for beginning teachers, recruiting prospective teachers to enter teacher preparation programs by offering financial support for their training, creating professional development academies, and offering veteran teachers an array of incentives to encourage them to seek advanced certification from the National Board for Professional Teaching Standards.[18]

Did these investments yield tangible results? The evidence suggests that they did. There are more teachers in North Carolina who are Board-certified than in any other state. And North Carolina students have made some of the largest gains in the nation in reading and mathematics since teacher reforms were implemented. Connecticut students also made substantial gains and continue to score among the top states in the U.S. in reading and mathematics, despite an increase in poverty in the state. And Connecticut now has teacher surpluses instead of teacher shortages.[19]

Conclusions

Is the United States first in the world in mathematics and science achievement? Not yet. But we have reason to believe that we can be. Although we are not where we need to be in mathematics, or in science at the later grades, the U.S. was among the top nations in the world in 4th grade science, outperformed only by Korea. Moreover, the TIMSS results for Minnesota show that when 8th graders were presented a focused, coherent science curriculum taught by well-trained teachers, they were outperformed only by Singapore in science. These results suggest that with concentrated effort, the U.S. could dramatically improve students' mathematics and science skills. But it will require increased attention to the academic standards to which we hold ourselves; the alignment of those standards with curriculum, instruction, textbooks, assessments, and school policies; and the preparation, ongoing training, and support that we provide to our nation's mathematics and science teachers.

The students we train now will be the doctors, engineers, mathematicians, chemists, and computer scientists of the 21st century. Some may very well be the rocket scientists who are in charge of future missions to Mars. While there is no doubt that America needs students entering these professions to have excellent mathematics and science skills, increasing evidence suggests that the vast majority of jobs in the 21st century will require higher levels of mathematical and technical skills in order for workers to be successful. This means that we must expect more of all of our students, not just those planning to attend college or major in mathematics or science. Only then can we be assured that the technological expertise and the mathematics and science skills of the students we train now will be sufficient to meet the challenges of the 21st century.

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Chapter 2:
How Are We Doing at the National Level?

Chapter 1 of this report described in detail where the United States stands with respect to the fifth National Education Goal, mathematics and science achievement. This chapter addresses national progress across all eight Goals, as measured by 26 core indicators. National progress on the 26 core indicators is slightly better than the progress that was characterized in the *1996 Goals Report*. National performance has improved significantly* in six areas:

- The proportion of infants born with one or more health risks has decreased (Goal 1 indicator).
- More 2-year-olds have been fully immunized against preventable childhood diseases (Goal 1 indicator).
- More families are reading and telling stories to their children on a regular basis (Goal 1 indicator).
- Mathematics achievement has improved among students in Grades 4, 8, and 12 (Goal 3 indicator).
- More students are receiving degrees in mathematics and science. This is true for females and minorities, as well as for all students (Goal 5 indicator).
- Incidents of threats and injuries to students at school have decreased (Goal 7 indicator).

In seven areas national performance has declined:

- Reading achievement at Grade 12 has declined (Goal 3 indicator).
- The percentage of secondary school teachers who hold a degree in their main teaching assignment has decreased (Goal 4 indicator).
- Fewer adults with a high school diploma or less are participating in adult education, compared to those who have postsecondary education (Goal 6 indicator).
- Student drug use has increased (Goal 7 indicator).
- Attempted sales of drugs at school have increased (Goal 7 indicator).
- Threats and injuries to public school teachers have increased (Goal 7 indicator).
- More teachers are reporting that disruptions in their classrooms interfere with their teaching (Goal 7 indicator).

National performance has improved in six areas and declined in seven.

In seven areas no significant changes in national performance have occurred. Since the Goals were established, we have not:

- reduced the gap in preschool participation rates between high- and low-income families (Goal 1 indicator);

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* In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

- improved the high school completion rate (Goal 2 indicator);
- improved reading achievement at Grades 4 and 8 (Goal 3 indicator);
- reduced the gap in college enrollment rates and college completion rates between White and minority students (Goal 6 indicators);
- reduced the percentage of students who report using alcohol (Goal 7 indicator);
- reduced student reports of classroom disruptions that interfere with their learning (Goal 7 indicator); or
- increased the percentage of parents who report being involved in activities in their child's school (Goal 8 indicator).

In addition, there are still a number of areas where we do not yet have a second data point to determine whether performance has improved or declined. For example:

- We do not know whether more students are competent in writing, science, history, and geography.
- We do not know whether more teachers are participating in professional development programs.
- We cannot be certain whether our performance on international mathematics and science assessments has improved.
- We cannot report whether more adults are able to perform complex literacy tasks that will enable them to compete successfully in a global economy.
- We cannot tell whether more schools are reporting that parents are attending parent-teacher conferences or that parent input is considered when making school policy decisions.

In seven areas no significant changes in national performance have occurred.

The 1997 U.S. scorecard, which summarizes national progress on the 26 core indicators, begins on page 30.

Exhibits for each of the 26 indicators begin on page 35.

Progress on Filling in the Data Gaps — The Past, the Present, and Future Challenges

The National Education Goals Panel is committed to providing the nation and each state with the most recent information with which to monitor progress toward the Goals. However, some states still lack comparable data for a few indicators, which constrains the Panel's ability to provide full progress reports for those states. In addition, as was the case at the national level, in some areas we cannot determine whether state-level performance has improved or fallen further behind, because at present a second data point does not exist to compare against our baseline performance.

The Past

Inability to measure educational progress in some areas has long been a concern of the Goals Panel. The Panel has regularly turned to expert advice and recommendations for the best ways to measure progress toward the Goals, even when such data were not currently available or would require new data collections. In 1995, the Panel created a Data and Reporting Task Force. The purpose of this Task Force was to identify and recommend strategies for filling data gaps — strategies that would make creative use of existing data collections, plan smaller follow-up studies to original surveys, and extend existing national data collections to the state level.

In 1996, the Panel developed a Strategic Plan for Data Collection based on the recommendations of the Task Force. This plan consisted of three steps: set data priorities (at both the national and state levels); inform state officials of actions they can take to help fill some of the data gaps; and explore the possibility of reporting individual states' data in separate publications.

The Present

Where have these efforts brought us? What have we learned?

Data Priorities

In late summer of 1996, the Goals Panel met with the Commissioner of the National Center for Education Statistics (NCES) to discuss the

Panel's data priorities. The Panel indicated the need for:

- an additional national and state-level National Assessment of Educational Progress (NAEP) mathematics assessment before the year 2000;
- an additional state-level NAEP reading assessment; and
- a second national and state-level NAEP science assessment.

Lower priorities included:

- a household survey at the national and state levels to measure progress on several indicators;
- a small-scale version of the National Adult Literacy Survey that would allow for state participation; and
- national NAEP assessments in economics and foreign languages.

Since that meeting, the Goals Panel has learned that NCES plans to conduct a variety of surveys and assessments in the coming years to meet these identified needs, including:

- national and state-level assessments in mathematics and science (2000), and in reading (1998);
- a household survey at the national level to measure family-child reading and storytelling, preschool participation, adult education participation, and parental involvement (1999);
- a small-scale version of the Third International Mathematics and Science Study (1998-1999); and
- an additional adult literacy survey (2002).

National and state-level data collection schedules can be found in Appendix A.

State Activities

Last year, the Panel requested that all Governors and chief state school officers participate in three data collections to help fill some of the data gaps. The Panel called upon states to participate voluntarily in NAEP (which would provide information on student achievement); comply with the uniform definition of "dropout" in NCES' Common Core of Data (CCD); and participate voluntarily in the Youth Risk Behavior Survey (YRBS) conducted by the Centers for Disease Control and Prevention (which would provide information on indicators such as drug use and safety). Progress has been made in all three areas.

NAEP is the key indicator that the Panel uses to monitor progress toward Goal 3, student achievement and citizenship. In 1988, Congress added a new dimension to NAEP by authorizing voluntary participation of public schools in state-level assessments. In the first administration in 1990, 40 states and territories participated in the mathematics assessment. During the most recent mathematics assessment in 1996, 45 states and territories participated. In addition, 45 states and territories participated in the first science assessment in 1996.

In the first state-level NAEP mathematics assessment in 1990, 40 states and territories participated. During the most recent mathematics assessment in 1996, 45 states and territories participated.

To monitor progress toward Goal 2 at the state level, the Panel uses the dropout statistic from the CCD. The CCD provides basic data on all schools and school districts in the nation through state administrative record systems, using a common set of definitions and reporting metrics that can be used by all states. Although all states participate in the CCD surveys, some states do not submit data for every item requested or use the common definition. The 1991-1992 school year was the first for which states reported school district level data on the numbers and types of dropouts. For that year, 13 states and the District of Columbia reported data that met the CCD uniform definition of "dropout." Among the states that reported dropouts for the 1993-1994 school year, 24 states and the District of Columbia adhered to the standard definition and collection procedures. These data are presented in this report.

To monitor progress toward Goal 7 at the state level, the Panel uses data from the YRBS, a component of the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System — a system designed to measure priority health risk behaviors that contribute to the leading causes of mortality, morbidity, and social problems among youth. The first

Measuring Progress Toward Goal 1

From the start, measuring Goal 1 — the readiness goal — has proven to be difficult. No direct measure currently exists to tell us the proportion of the nation's children who are ready to learn when they start school. Instead, the Panel reports annually on the progress of the nation and the states at meeting the health, family, and preschool objectives associated with Goal 1.

The Goals Panel recognized that it was important to build consensus about what it means for a child to be ready to learn when he/she starts school. Based on the advice of its Goal 1 advisory group — a group of early childhood experts, university officials, and state officials — the Goals Panel adopted a broad definition of readiness which entails five dimensions of children's early learning and development: health and physical development; emotional well-being and social competence; approaches to learning; communication skills; and cognition and general knowledge.

The National Center for Education Statistics will soon conduct an Early Childhood Longitudinal Study (ECLS) which builds on these five dimensions. The study will collect data on a national sample of young children to describe (1) children's status when they enter school; (2) their transition into school; and (3) their progress through fifth grade. Data will be collected directly from children, their parents/guardians, teachers, and schools, and will address the five dimensions of children's early learning and development.

In 1994, the U.S. Congress charged the Goals Panel to support its Goal 1 advisory group to: "Create clear guidelines regarding the nature, functions, and uses of early childhood assessments, including assessment formats that are appropriate for use in culturally and linguistically diverse communities, based on model elements of school readiness." The Goal 1 advisory group will soon report their recommendations and principles for early childhood assessments to the Panel. This work builds upon a 1996 survey of state and local practices in the assessment of young children and recent developments in these assessments.

survey was administered in 1991, from which we report data for 10 states and territories. Data for 25 states and territories from the 1995 survey are included in this year's report.

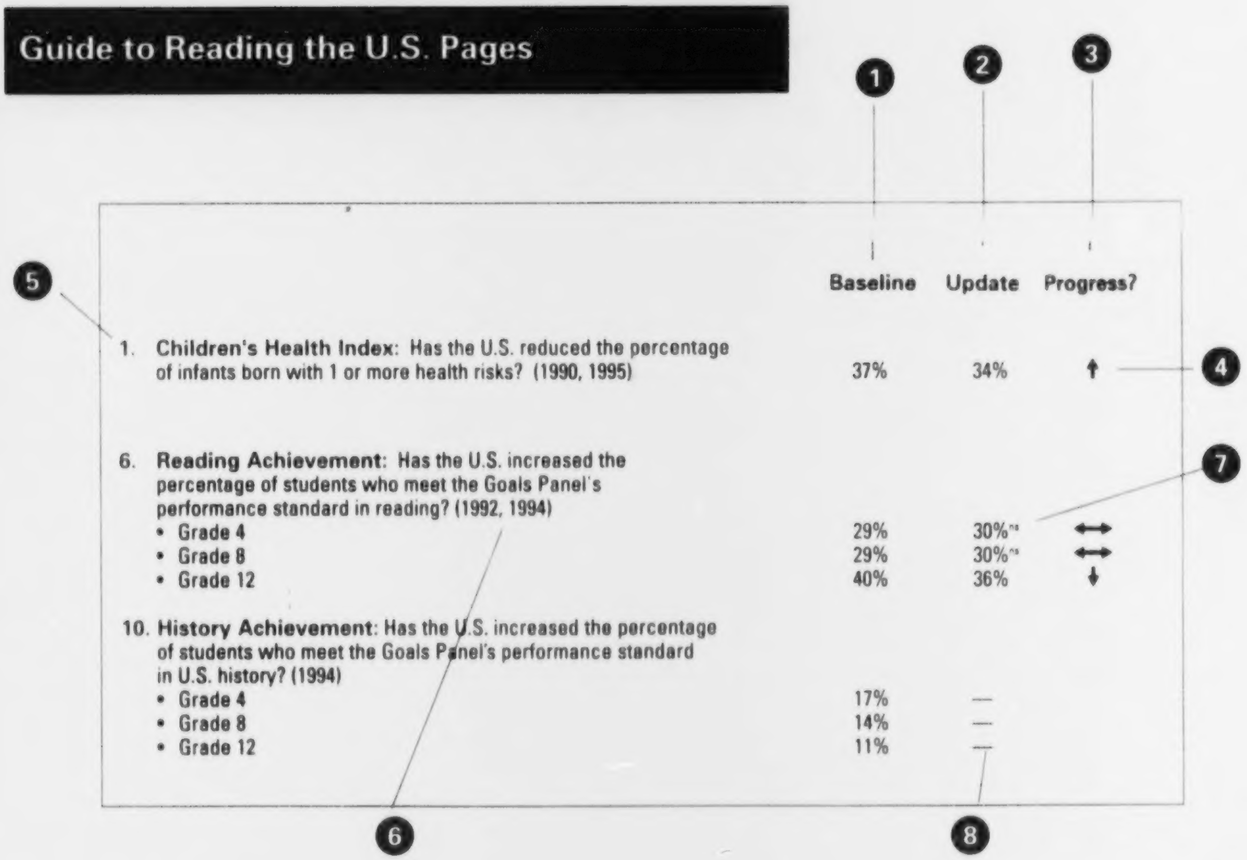
Future Challenges

Although these accomplishments represent a great deal of progress, there is still much work that needs to be done, especially at the state level. For instance, we still do not have comparable state data on three national core indicators: family-child reading and storytelling, preschool participation, and adult education participation. And although more states are participating in the NAEP and YRBS collections and complying with the uniform definition of "dropout" in the CCD, projections of state participation rates in future administrations of these data collections do not indicate an increase in state participation.

There is still much work to be done to fill in the data gaps, especially at the state level.

To fill these gaps in data, the Goals Panel will continue to encourage individual states to participate in key data collections, and will continue to work with NCES and other data providers to offer our users a more comprehensive look at national and state progress toward the Goals.

Guide to Reading the U.S. Pages



	Baseline	Update	Progress?
1. **Children's Health Index**: Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1995)	37%	34%	↑
6. **Reading Achievement**: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994)			
• Grade 4	29%	30%^{ns}	↔
• Grade 8	29%	30%^{ns}	↔
• Grade 12	40%	36%	↓
10. **History Achievement**: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	

1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Progress represents progress from the baseline year to the most recent update year.

4 Progress is shown by an arrow. Arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.

5 The source of the data and any technical notes for each national core indicator are referenced by this number in Appendix B.

6 The date(s) in parentheses indicates the year(s) in which data were collected for the national core indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

7 **ns** means that a change from the baseline year to the most recent year was not statistically significant.

8 — means data not available. See Appendix A.

UNITED STATES

GOAL 1 Ready to Learn

	Baseline	Update	Progress?
1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1995)	37%	34%	↑

Late or no prenatal care, low maternal weight gain, smoking during pregnancy, and drinking alcohol during pregnancy—the four health risks that are measured by the Children's Health Index—can directly affect newborns' physical health.

2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994, 1996)	75%	78%	↑

One of the most important preventive actions parents can take to see that their children receive the health care needed to arrive at school with healthy minds and bodies is to make certain that they are fully immunized against preventable childhood diseases.

3. **Family-Child Reading and Storytelling:** Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1996)	66%	72%	↑

Early, regular reading to children is one of the most important activities parents can do with their children to improve their readiness for school, serve as their child's first teachers, and instill a love of books and reading.

4. **Preschool Participation:** Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1996)	28 points	29 points^{ns}	↔

High-quality preschool programs can accelerate the development of all children, and poor children in particular. However, children from low-income families are the least likely to attend early care and education programs.

GOAL 2 School Completion

5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1996)	86%	86%	↔

While possession of a high school diploma no longer guarantees easy access to jobs, lack of a diploma or its equivalent almost certainly means that an individual will experience difficulty entering the labor market and will be at pronounced educational, social, and economic disadvantages throughout his or her life.

GOAL 3 Student Achievement and Citizenship

Although all of the National Education Goals are important, increasing student achievement in the core subject areas will be the ultimate test of successful education reform.

6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994)			
• Grade 4	29%	30%^{ns}	↔
• Grade 8	29%	30%^{ns}	↔
• Grade 12	40%	36%	↓

— Data not available. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

See page 29 for a Guide to Reading the U.S. Pages.
See Appendix B for technical notes and sources.

UNITED STATES

GOAL 3 Student Achievement and Citizenship (continued)

	Baseline	Update	Progress?
7. **Writing Achievement:** Has the U.S. increased the percentage of students who can produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
- Grade 4	55%	—	
- Grade 8	78%	—	
- Grade 12	—	—	
8. **Mathematics Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1996)			
- Grade 4	13%	21%	↑
- Grade 8	15%	24%	↑
- Grade 12	12%	16%	↑
9. **Science Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in science? (1996)			
- Grade 4	29%	—	
- Grade 8	29%	—	
- Grade 12	21%	—	
10. **History Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
- Grade 4	17%	—	
- Grade 8	14%	—	
- Grade 12	11%	—	
11. **Geography Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
- Grade 4	22%	—	
- Grade 8	28%	—	
- Grade 12	27%	—	

GOAL 4 Teacher Education and Professional Development

	Baseline	Update	Progress?
12. **Teacher Preparation:** Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓

Teachers who are trained in both their subject area and in teaching skills and who are fully certified are more successful at raising student achievement than teachers with inadequate preparation.

	Baseline	Update	Progress?
13. **Teacher Professional Development:** Has the U.S. increased the percentage of teachers reporting that they participated in professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	

Investing in professional development is one of the most cost-effective ways to raise student achievement. Professional development is most effective when it is connected to what teachers do in their classrooms, and when it focuses on instructional content, how students learn, and how best to teach.

— Data not available. See Appendix A

ns Interpret with caution. Change was not statistically significant.

See page 29 for a Guide to Reading the U.S. Pages

See Appendix B for technical notes and sources

GOAL 5 Mathematics and Science

If the United States is to ensure a competitive workforce which possesses the necessary scientific and technological skills to fill the jobs of the future and compete in a global economy, we must develop the mathematics and science skills of all of our students, not simply the very best.

	Baseline	Update	Progre
14. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments? (1995)			
• Grade 4	7 out of 25 countries scored above the U.S.		
• Grade 8	20 out of 40 countries scored above the U.S.		
• Grade 12	—	—	
15. International Science Achievement: Has the U.S. improved its standing on international science assessments? (1995)			
• Grade 4	1 out of 25 countries scored above the U.S.		
• Grade 8	9 out of 40 countries scored above the U.S.		
• Grade 12	—	—	
16. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to: (1991, 1995)			
• all students?	39%	42%	↑
• minorities (Blacks, Hispanics, American Indians/Alaskan Natives)?	39%	40%	↑
• females?	35%	37%	↑

GOAL 6 Adult Literacy and Lifelong Learning

	Baseline	Update	Progre
17. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	

Individuals demonstrating higher levels of literacy are more likely to be employed, work more weeks in a year, and earn higher wages than individuals demonstrating low levels of literacy.

	Baseline	Update	Progre
18. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	32 points	↓

Adults with a high school diploma or less need additional training the most in order to upgrade their current levels of skills and qualify for better jobs, but they tend to be among those least likely to participate in adult education.

	Baseline	Update	Progre
19. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1995)	14 points	13 points[ns]	↔
• complete a college degree? (1992, 1996)	16 points	19 points[ns]	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1995)	11 points	14 points[ns]	↔
• complete a college degree? (1992, 1996)	15 points	20 points[ns]	↔

Adults who complete college degrees can expect substantially higher lifetime earnings than those who do not attend college or those who complete coursework without eventually earning a degree.

— Data not available. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

See page 29 for a Guide to Reading the U.S. Pages.
See Appendix B for technical notes and sources.

UNITED STATES

GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools

If the nation's schools and communities cannot guarantee a safe haven free from violence, drugs and alcohol, and other disciplinary problems that interfere with teaching and learning, it is unlikely that any other attempts at education reform will lead to the higher levels of student performance that are addressed in the other Goals.

	Baseline	Update	Progress?
20. **Overall Student Drug and Alcohol Use:** Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1996)	24%	40%	↓
• using alcohol? (1993, 1996)	63%	65%$^{\text{ns}}$	↔
21. **Sale of Drugs at School:** Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1996)	18%	32%	↓
22. **Student and Teacher Victimization:** Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year?			
• 10th grade students (1991, 1996)	40%	36%	↑
• public school teachers (1991, 1994)	10%	15%	↓
23. **Disruptions in Class by Students:** Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1996)	17%	16%$^{\text{ns}}$	↔
• secondary school teachers (1991, 1994)	37%	46%	↓

GOAL 8 Parental Participation

Successful partnerships between schools, families, and communities depend on schools to create effective programs to inform and involve all families in activities such as parent-teacher conferences, school meetings or events, volunteering in the classroom, and decision-making regarding school policy.

	Baseline	Update	Progress?
24. **Schools' Reports of Parent Attendance at Parent-Teacher Conferences:** Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)	78%	—	
25. **Schools' Reports of Parent Involvement in School Policy Decisions:** Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)	41%	—	
26. **Parents' Reports of Their Involvement in School Activities:** Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993, 1996)	63%	62%$^{\text{ns}}$	↔

— Data not available. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

See page 29 for a Guide to Reading the U.S. Pages.
See Appendix B for technical notes and sources.

Interpreting the Exhibits

The amount of accelerated progress that must be made if we expect to reach our targets is explicitly shown in 26 exhibits which follow. In order to interpret the graphs correctly, the reader should take note of the following:

1. Baseline measures of progress were established as close as possible to 1990, the year that the National Education Goals were adopted.

2. For some of the national core indicators, baselines could not be established until as late as 1996, either because data were not collected prior to that time, or because changes in survey questions or methodology yielded noncomparable data.

3. Most of the national indicators are not updated annually. Footnotes on each graph indicate when data will be collected again. (See also Appendix A for the national data collection schedule.)

4. Although this report includes the most recent data available, there is sometimes a lag of several years between the time that data are collected and the time that they are available for inclusion in the annual *Goals Report*. For example, the most recent birth certificate data available to construct the Children's Health Index for this *1997 Goals Report* were collected in 1995.

5. On each of the bar graphs, a path from the baseline to the target is represented by a grey shaded area behind the bars. The grey shaded areas indicate where we should try to push our performance each year if we expect to reach the Goal by the end of the decade. Since progress is seldom perfectly linear, we should expect some ups and downs from year to year. What is most important is whether performance is moving in the right direction and whether it is within, or is at least approaching, the grey shaded area.

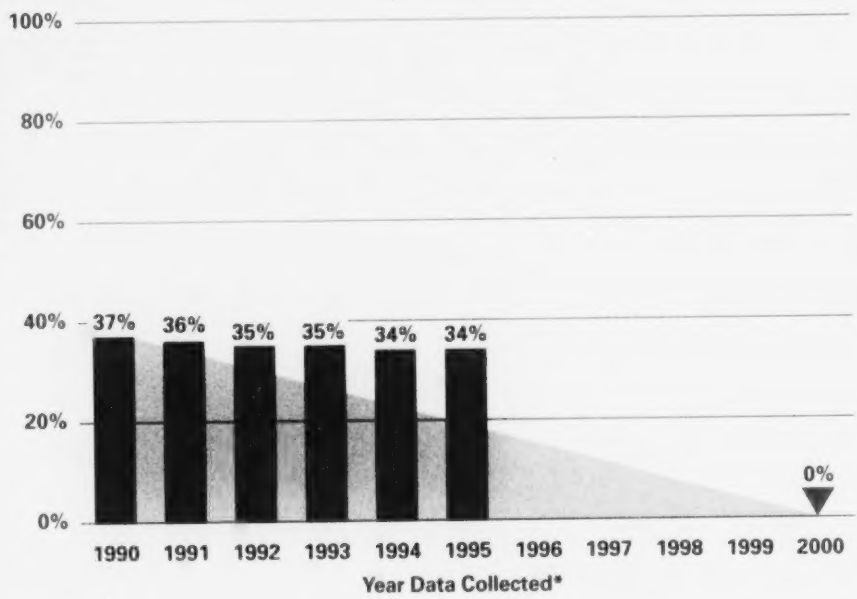
6. The graphs themselves should be interpreted with caution. Data are based on representative national surveys, and changes in performance could be attributable to sampling error. The reader should consult the highlight box next to each graph to determine whether the change is statistically significant and we are confident that real change has occurred. Further information on sampling can be found in the technical notes in Appendix B.

7. Finally, the achievement levels, as presented in Exhibits 6, 8, 9, 10, and 11, represent a useful way of categorizing overall performance on NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both the National Assessment Governing Board and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement level results with caution. Further information can be found in the technical notes in Appendix B.

Exhibit 1

Children's Health Index

Percentage[1] of infants born in the United States with 1 or more health risks[2]



[1] Percentages are based on the number of births used to calculate the health index, not the actual number of births. See technical notes in Appendix B.

[2] Risks are late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

* Data for the Children's Health Index will be collected annually through the year 2000.

Source: National Center for Health Statistics and Westat

This exhibit updates information presented in the 1996 Goals Report.

The United States was successful in reducing the proportion of infants born with one or more health risks between 1990 and 1995, from 37% to 34%. This reduction represents a difference of at least 61,900 children who were born with a healthier start in life.

Table 1

Disparities (in percentage points) between White and minority infants born in the United States with 1 or more health risks

	1990	1995	Change
American Indian/ Alaskan Native	14	13	−1
Black	9	6	−3

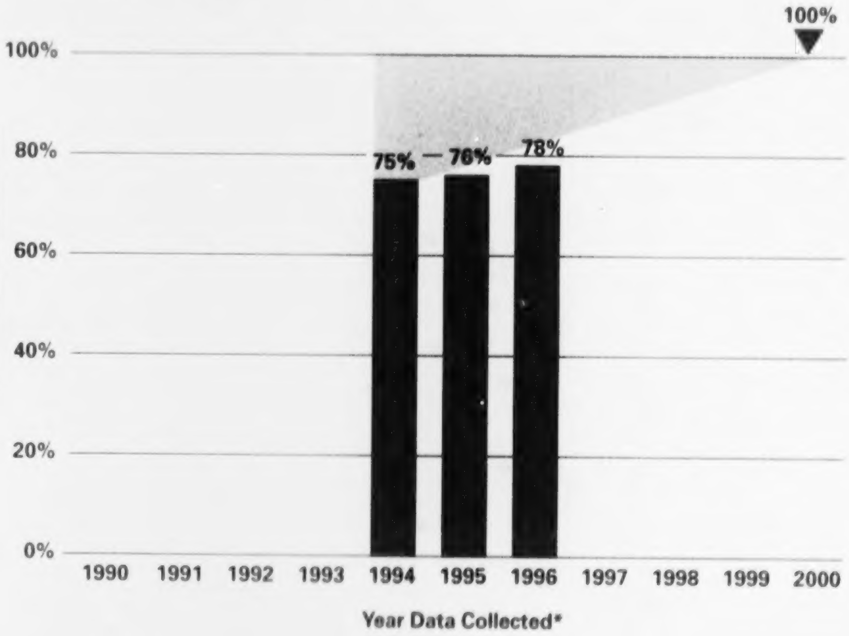
This table updates information presented in the 1996 Goals Report.

The United States was also successful in reducing disparities between White and minority infants born with one or more health risks. For example, in 1990, the gap between Black and White infants born with one or more health risks was 9 percentage points. In 1995, this disparity had decreased to 6 percentage points.

Exhibit 2

Immunizations

Percentage of 2-year-olds[1] fully immunized against preventable childhood diseases[2]



Seventy-five percent of all 2-year-olds were fully immunized against preventable childhood diseases in 1994. By 1996, the proportion had increased to 78%.

[1] Children 19 to 35 months of age.

[2] Four doses of diphtheria-tetanus-pertussis vaccine, three doses of polio vaccine, and one dose of measles or measles/mumps/rubella vaccine.

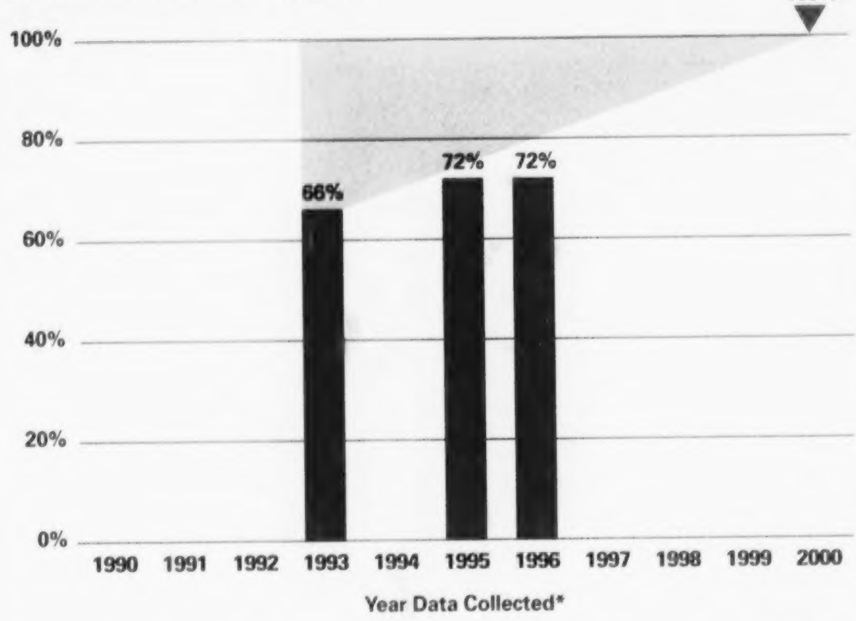
* Although data on immunizations were collected prior to 1994, the data collection method changed substantially for the 1994 data collection. Therefore, 1994 is established as the baseline year for immunizations. These data will be collected annually through the year 2000.

Source: Centers for Disease Control and Prevention and Abt Associates.
This exhibit updates information presented in the 1996 Goals Report.

Exhibit 3

Family-Child Reading and Storytelling

Percentage of 3- to 5-year-olds[1] whose parents[2] read to them or tell them stories regularly[3]



Only two-thirds of preschoolers were read to or told stories regularly in 1993. By 1996, the proportion had increased to 72%.

[1] Excluding those enrolled in kindergarten.
[2] Parent or another family member.
[3] Response of "read to every day" or "told a story three or more times a week."

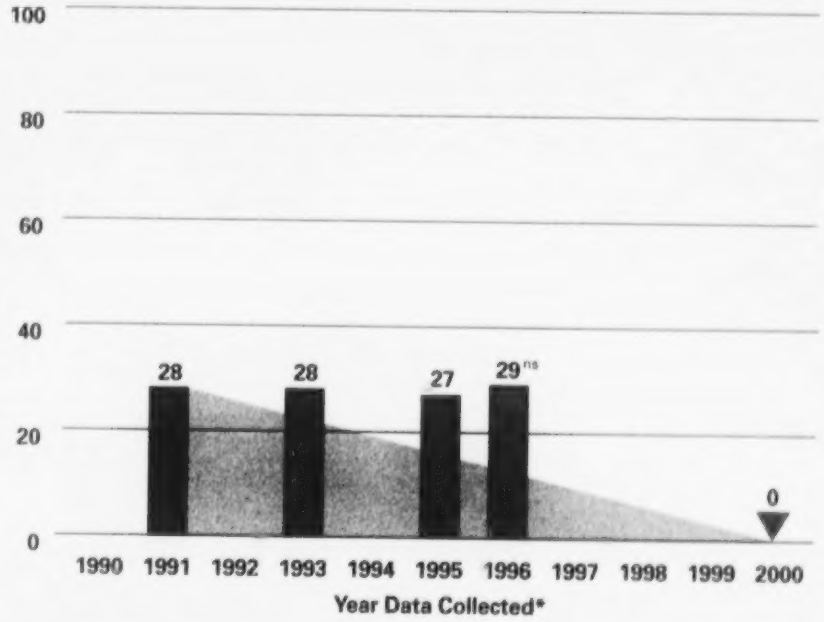
* Although data on family-child reading and storytelling were collected in 1991, the wording of the reading item changed substantially between the 1991 survey and the 1993 survey. Therefore, 1993 is established as the baseline year for family-child reading and storytelling. These data will be collected again in 1999.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 4

Preschool Participation

Disparity (in percentage points) in preschool[1] participation rates between 3- to 5-year-olds[2] from high-income[3] families and 3- to 5-year-olds from low-income[4] families



[1] Includes nursery schools, prekindergarten programs, preschools, day care centers, and Head Start.
[2] Excluding those enrolled in kindergarten.
[3] High income is defined as family income of $50,000 or more.
[4] Low income is defined as family income of $10,000 or less.
[ns] Interpret with caution. Change from the baseline was not statistically significant.

* Data on preschool participation will be collected again in 1999.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

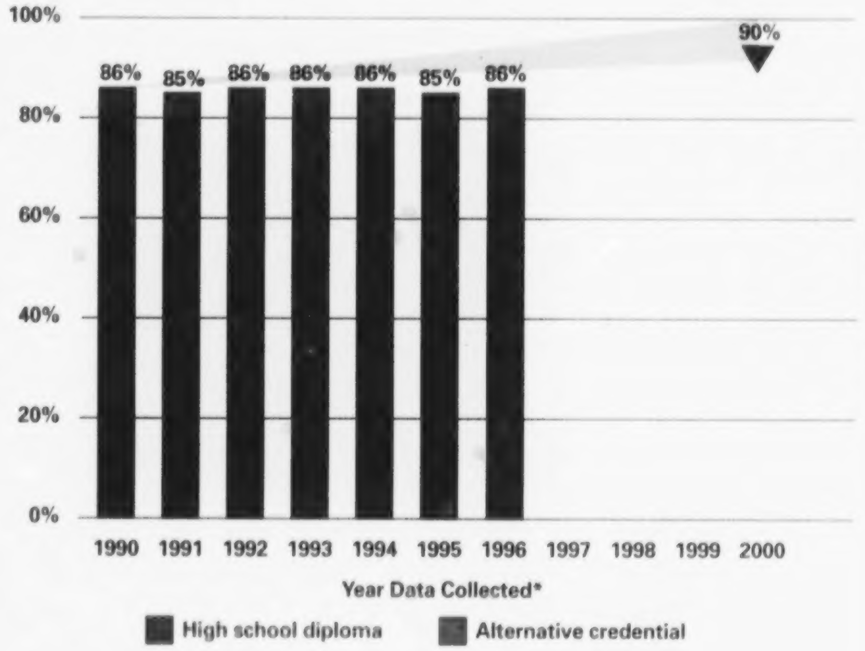
In 1991, 45% of 3- to 5-year-olds from low-income families were enrolled in preschool programs, compared to 73% of those from high-income families. The 28-percentage-point difference in participation rates had not improved by 1996.

↔

Exhibit 5

High School Completion

Percentage of 18- to 24-year-olds[1] with a high school credential[2]



[1] Does not include those still enrolled in high school.
[2] Includes traditional high school diploma and alternative credential.

* These data will be collected annually through the year 2000.

Source: Bureau of the Census, National Center for Education Statistics, and MPR Associates, Inc.
This exhibit updates information presented in the 1996 Goals Report.

In 1990, 86% of 18- to 24-year-olds had completed a high school credential. By 1996, the overall completion rate had not increased. In 1996, the proportion of young adults who completed an alternative credential was twice as big as it was in 1990.

↔

Table 2

Disparities (in percentage points) between White and minority 18- to 24-year-olds who completed a high school diploma or an alternative credential

	1990	1996	Change
Black	6	9	+3 ns
Hispanic	31	30	-1 ns

ns Interpret with caution. Change from the baseline was not statistically significant.
This table updates information presented in the 1996 Goals Report.

Disparities in high school completion rates between White and minority young adults did not improve between 1990 and 1996. For example, in 1990, the gap between Hispanic and White 18- to 24-year-olds who had a high school credential was 31 points. Six years later the gap had not decreased.

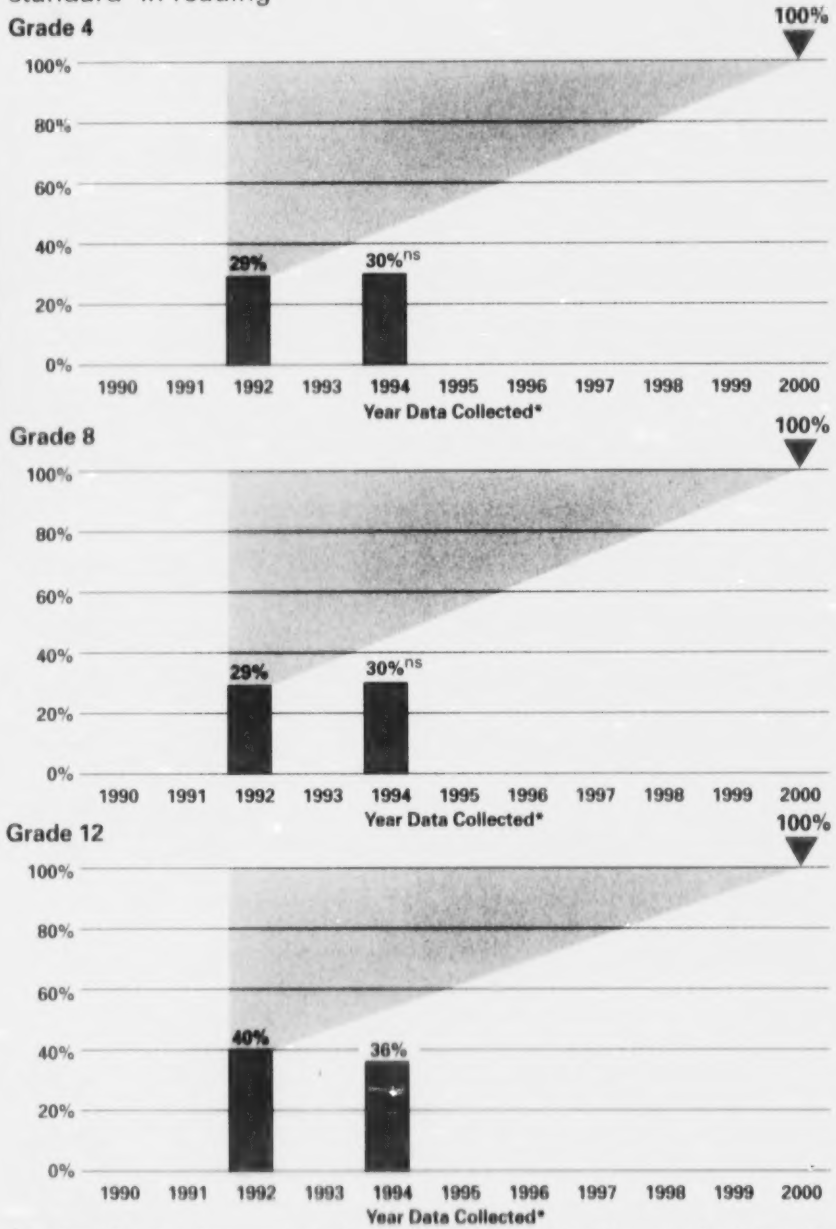
In 1992, approximately three out of ten 4th and 8th graders and four out of ten 12th graders met the Goals Panel's performance standard in reading. Reading achievement remained unchanged among 4th and 8th graders, and decreased significantly among 12th graders by 1994.

Grade 4 ↔
Grade 8 ↔
Grade 12 ↓

Exhibit 6

Reading Achievement

Percentage of students who met the Goals Panel's performance standard[1] in reading



[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix B.

[ns] Interpret with caution. Change from the baseline was not statistically significant.

* Student achievement levels in reading were not established until 1992. Data on reading achievement will be collected again in 1998.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1996 Goals Report.

Table 3

GRADE 4 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	17	19	+2[ns]
Black	27	28	+1[ns]
Hispanic	19	24	+5[ns]

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	7	8	+1[ns]

GRADE 8 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	16	16	0
Black	27	27	0
Hispanic	22	22	0

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	12	13	+1[ns]

Disparities in reading performance between White and minority students did not improve between 1992 and 1994. For example, in 1992, the disparity between American Indian/Alaskan Native and White 4th graders who met the standard in reading was 17 percentage points. The gap had not decreased by 1994.

GRADE 12 – READING

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in reading

	1992	1994	Change
American Indian/Alaskan Native	—[1]	23[2]	—
Black	29	30	+1[ns]
Hispanic	23	23	0

Disparities (in percentage points) between males and females

	1992	1994	Change
Females > males	12	14	+2[ns]

[ns] Interpret with caution. Change from the baseline was not statistically significant.

[1] Sample size is insufficient to permit a reliable estimate.

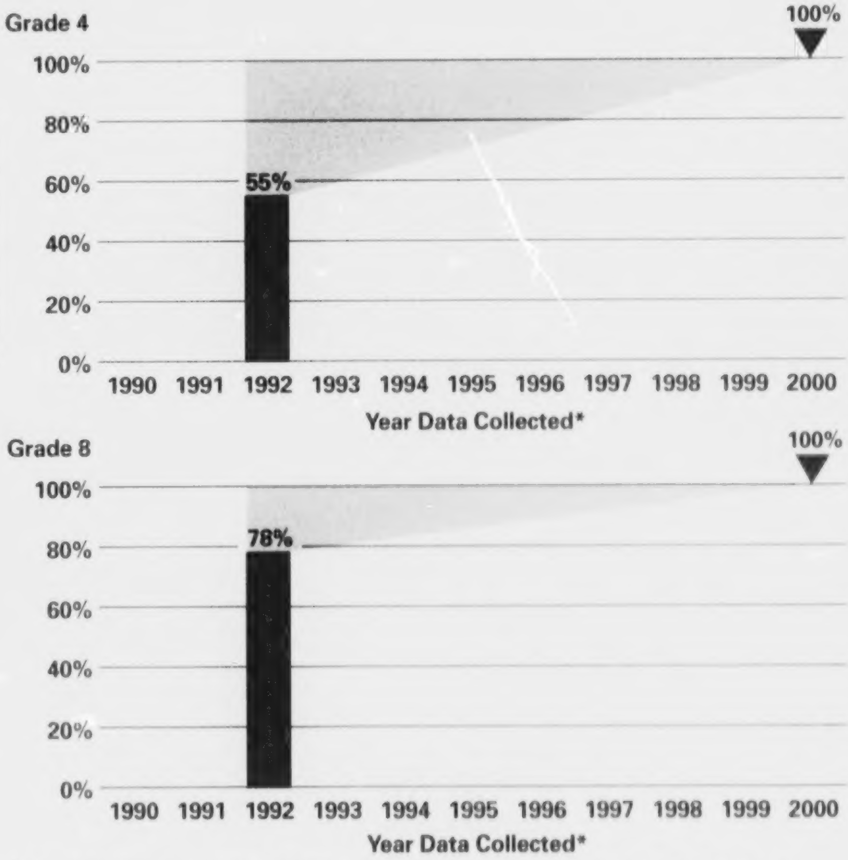
[2] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

This table repeats information presented in the 1996 Goals Report.

Exhibit 7

Writing Achievement

Percentage of students who can produce basic, extended, developed, or elaborated responses[1] to narrative writing tasks



In 1992, over half of 4th graders and over three-fourths of 8th graders could produce basic, extended, developed, or elaborated responses to narrative writing tasks.

[1] A more complete description of the six-level scale used to evaluate student writing can be found in Appendix B.

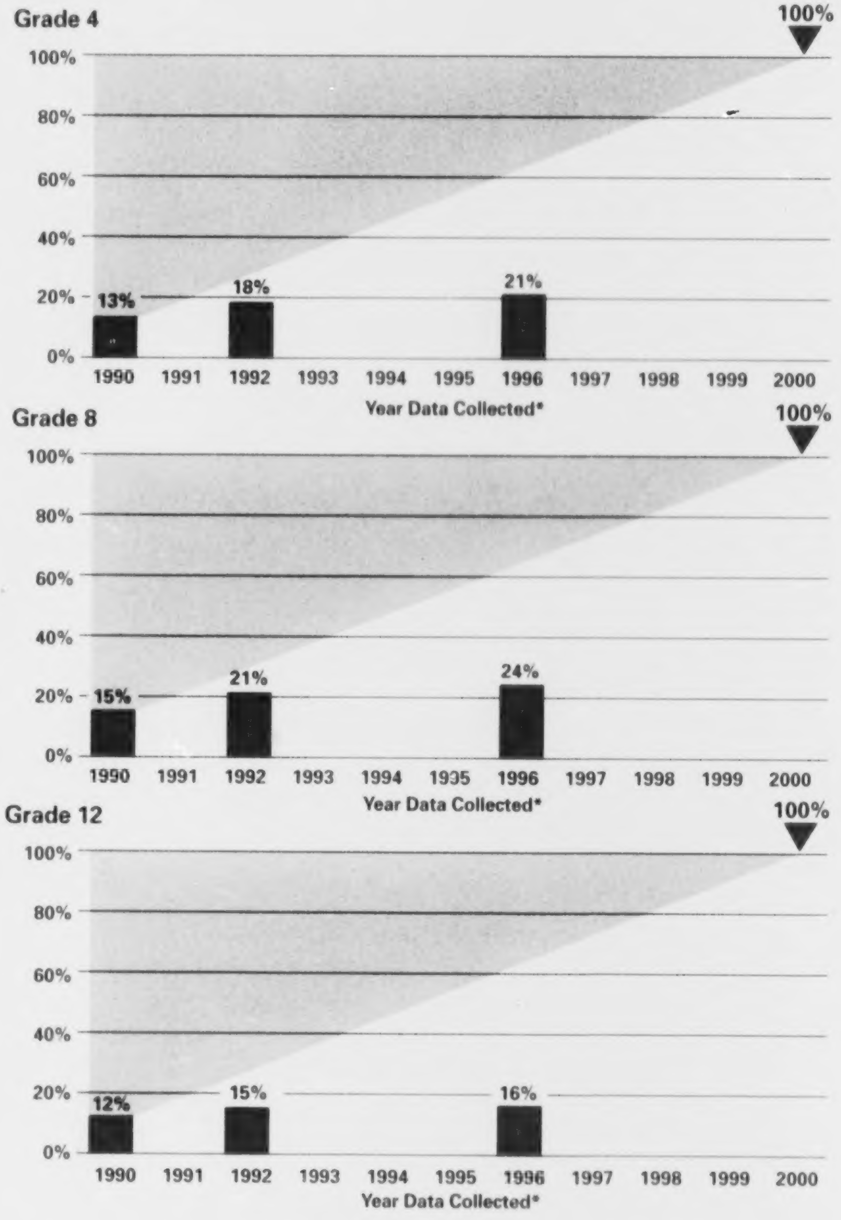
* Student achievement levels in writing have not been established. This information is from the NAEP Writing Portfolio Study, and there are no current plans to conduct another study again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 8

Mathematics Achievement

Percentage of students who met the Goals Panel's performance standard[1] in mathematics



In 1990, only one out of every seven students in Grade 8, and only one out of every eight students in Grades 4 and 12, had met the Goals Panel's performance standard in mathematics. By 1996, mathematics achievement had increased significantly in all three grades.

Grade 4 ↑
Grade 8 ↑
Grade 12 ↑

---

[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix B.

* Data on mathematics achievement will be collected again in 2000.

Source: National Center for Education Statistics
This exhibit updates information presented in the 1996 Goals Report.

Table 4

GRADE 4 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1996	Change
American Indian/Alaskan Native	11	20	+9
Black	15	23	+8
Hispanic	11	20	+9

Disparities (in percentage points) between males and females

	1990	1996	Change
Females < males	1	5	+4[ns]

GRADE 8 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1996	Change
American Indian/Alaskan Native	13[1]	18[1]	+5[ns]
Black	14	27	+13
Hispanic	14	22	+8

Disparities (in percentage points) between males and females

	1990	1996	Change
Females < males	3	2	-1[ns]

Between 1990 and 1996, the gaps in mathematics performance widened between Hispanic and White students and between Black and White students in Grades 4 and 8. For example, in 1990, the gap between Black and White 8th graders who met the standard in mathematics was 14 percentage points. The gap had widened to a 27-percentage-point difference by 1996.

GRADE 12 – MATHEMATICS

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in mathematics

	1990	1996	Change
American Indian/Alaskan Native	—[2]	17[1]	—
Black	12	16	+4[ns]
Hispanic	10	14	+4[ns]

Disparities (in percentage points) between males and females

	1990	1996	Change
Females < males	6	4	-2[ns]

[ns] Interpret with caution. Change from the baseline was not statistically significant.

[1] Statistical tests involving this value should be interpreted with caution. Standard error estimates may not be accurately determined and/or the sampling distribution of the statistic does not match statistical test assumptions.

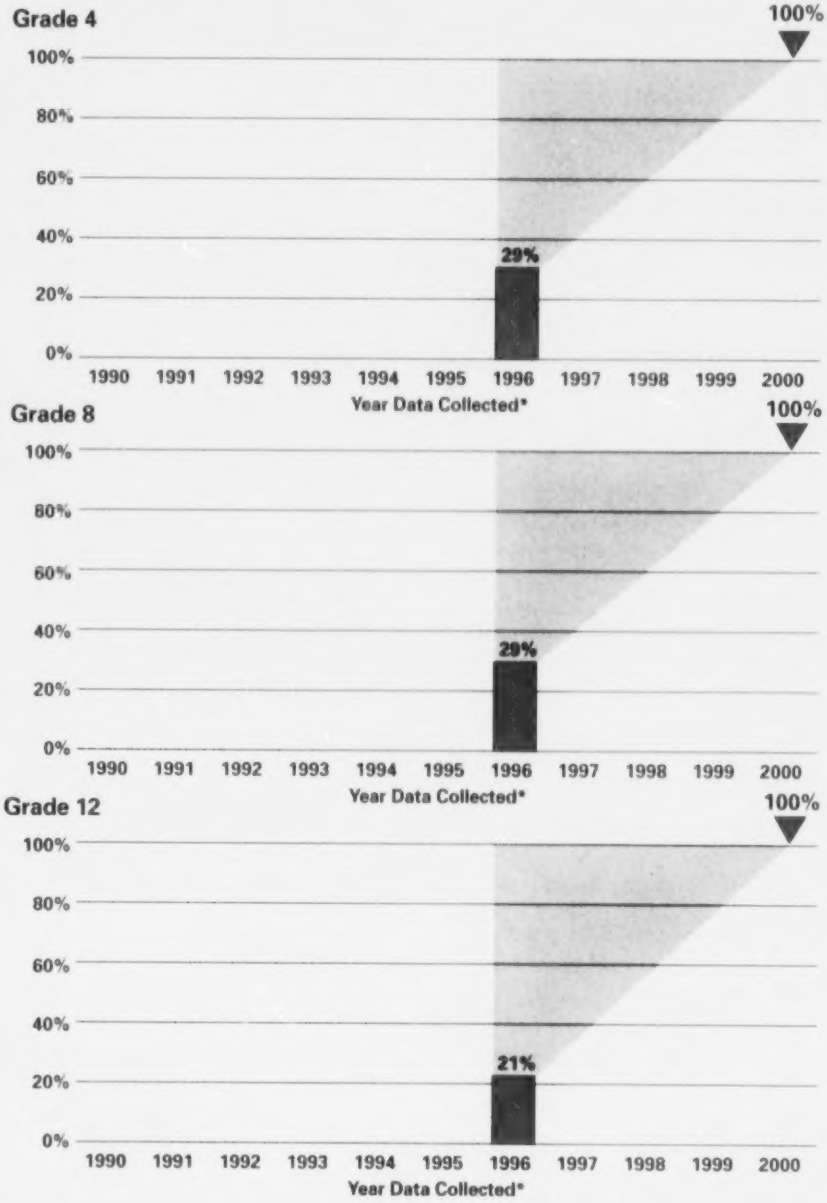
[2] Sample size is insufficient to permit a reliable estimate.

This table updates information presented in the 1996 Goals Report.

Exhibit 9

Science Achievement

Percentage of students who met the Goals Panel's performance standard[1] in science



In 1996, one out of every five students in Grade 12, and nearly one out of every three students in Grades 4 and 8, met the Goals Panel's performance standard in science.

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[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB). A more complete description of the performance standard can be found in Appendix B.

* Student achievement levels in science were not established until 1996. Data on science achievement will be collected again in 2000.

Source: National Assessment Governing Board

Table 5

GRADE 4 – SCIENCE

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in science

	1996
American Indian/Alaskan Native	11
Black	30
Hispanic	28

Disparities (in percentage points) between males and females

	1996
Females < males	4

GRADE 8 – SCIENCE

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in science

	1996
American Indian/Alaskan Native	13
Black	32
Hispanic	26

Disparities (in percentage points) between males and females

	1996
Females < males	4

In 1996, the proportions of White and minority students who met the Goals Panel's performance standard in science differed by 11 to 32 percentage points. For example, the difference between the percentages of White and Black 4th grade students who met the standard in science was 30 percentage points.

GRADE 12 – SCIENCE

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in science

	1996
American Indian/Alaskan Native	17
Black	23
Hispanic	20

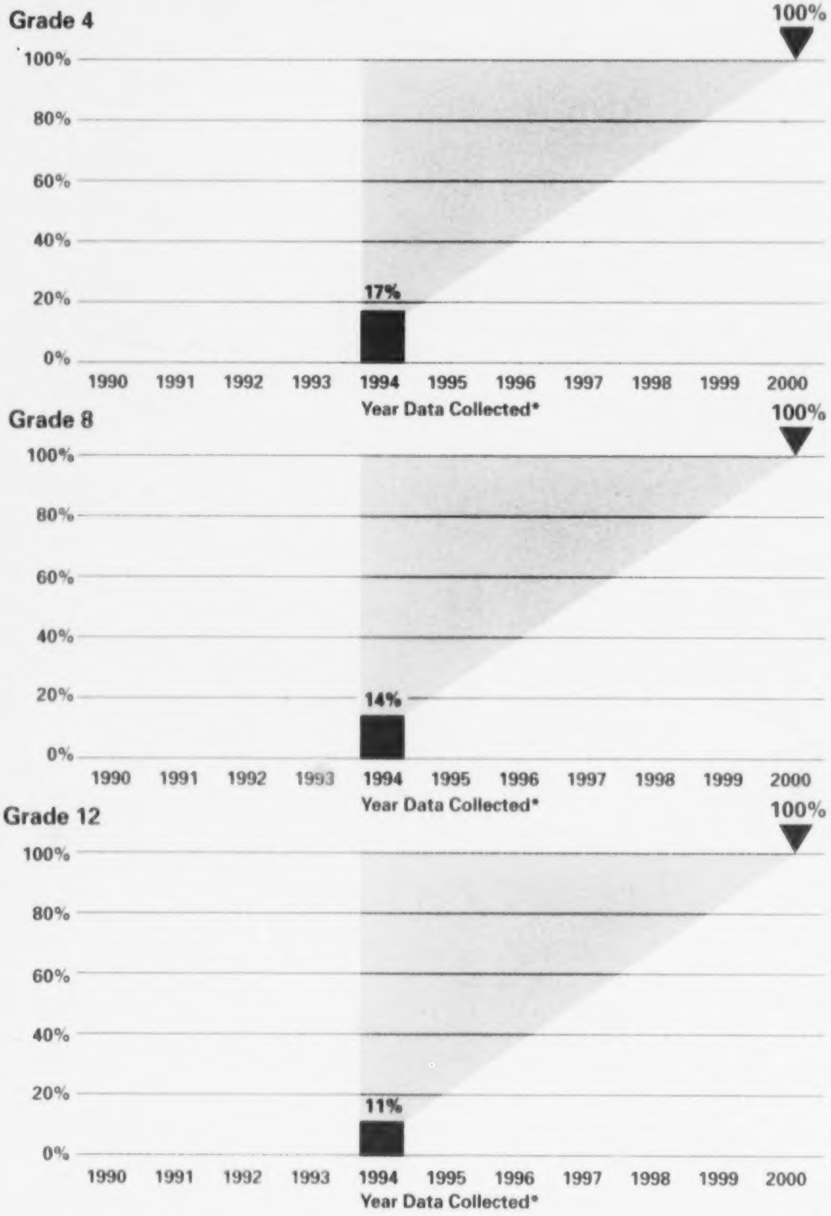
Disparities (in percentage points) between males and females

	1996
Females < males	8

Exhibit 10

History Achievement

Percentage of students who met the Goals Panel's performance standard[1] in U.S. history



In 1994, approximately one in six 4th graders, one in seven 8th graders, and only one out of every ten 12th graders, met the Goals Panel's performance standard in U.S. history.

[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix B.

* Student achievement levels in U.S. history were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1996 Goals Report.

Table 6

GRADE 4 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native	13
Black	18
Hispanic	16

Disparities (in percentage points) between males and females

	1994
Females < males	2

GRADE 8 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	12
Black	13
Hispanic	12

Disparities (in percentage points) between males and females

	1994
Females < males	2

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in U.S. history differed by 8 to 18 percentage points. For example, the difference between the percentages of White and American Indian/ Alaskan Native 4th graders who met the standard in history was 13 percentage points. Achievement gaps between White and minority students were smaller in higher grades.

GRADE 12 – HISTORY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in U.S. history

	1994
American Indian/Alaskan Native[1]	8
Black	11
Hispanic	9

Disparities (in percentage points) between males and females

	1994
Females < males	3

---

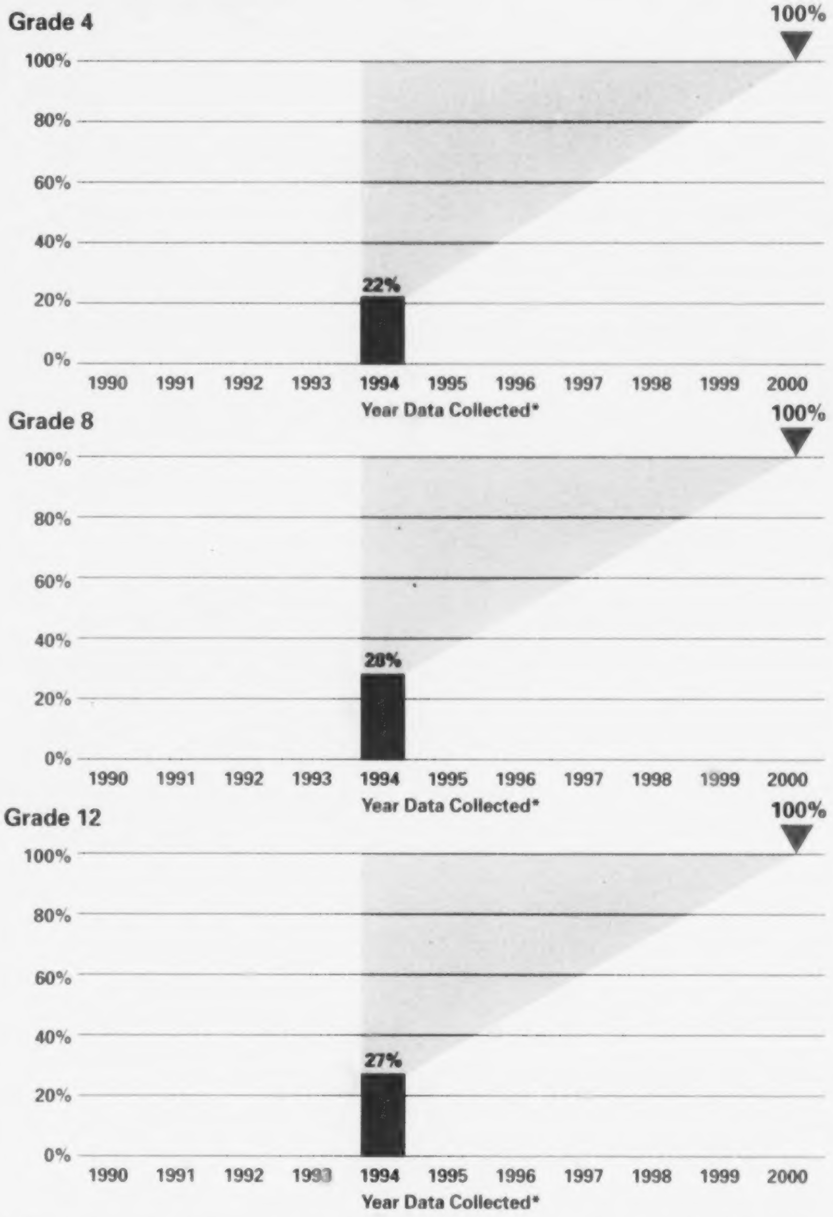
[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.

This table repeats information presented in the 1996 Goals Report.

Exhibit 11

Geography Achievement

Percentage of students who met the Goals Panel's performance standard[1] in geography



In 1994, approximately one in four 4th, 8th, and 12th graders met the Goals Panel's performance standard in geography.

---

[1] The Goals Panel's performance standard is "mastery over challenging subject matter" as indicated by performance at the Proficient or Advanced levels on the National Assessment of Educational Progress (NAEP). These levels were established by the National Assessment Governing Board (NAGB) and reported by the National Center for Education Statistics (NCES) in NAEP publications. A more complete description of the performance standard can be found in Appendix B.

* Student achievement levels in geography were not established until 1994. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1996 Goals Report.

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Table 7

GRADE 4 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	20
Black	26
Hispanic	19

Disparities (in percentage points) between males and females

	1994
Females < males	7

GRADE 8 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native[1]	21
Black	31
Hispanic	26

Disparities (in percentage points) between males and females

	1994
Females < males	5

In 1994, the proportions of White and minority students who met the Goals Panel's performance standard in geography differed by 19 to 31 percentage points. For example, the difference between the percentages of Black and White 4th graders who met the standard in geography was 26 percentage points.

GRADE 12 – GEOGRAPHY

Disparities (in percentage points) between White and minority students who met the Goals Panel's performance standard in geography

	1994
American Indian/Alaskan Native	—[2]
Black	28
Hispanic	23

Disparities (in percentage points) between males and females

	1994
Females < males	10

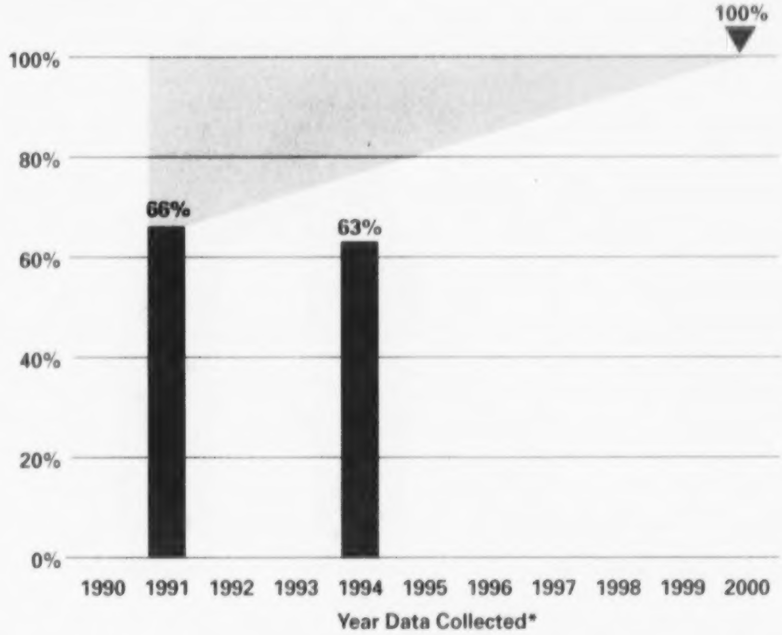
---

[1] Should be interpreted with caution, since sample size does not allow accurate estimate of sample variability.
[2] Sample size is insufficient to permit a reliable estimate.
This table repeats information presented in the 1996 Goals Report.

Exhibit 12

Teacher Preparation

Percentage of secondary school teachers[1] who hold an undergraduate or graduate degree[2] in their main teaching assignment



[1] Teachers include only those whose main teaching assignment was in mathematics, science, English, social studies, fine arts, foreign language, or special education.

[2] Academic or education majors. Does not include minors or second majors.

* Data on teacher preparation will be collected again in 2000.

In 1991, 66% of secondary school teachers held an undergraduate or graduate degree in their main teaching assignment. By 1994, this percentage had decreased to 63%.

↓

Source: National Center for Education Statistics and Westat

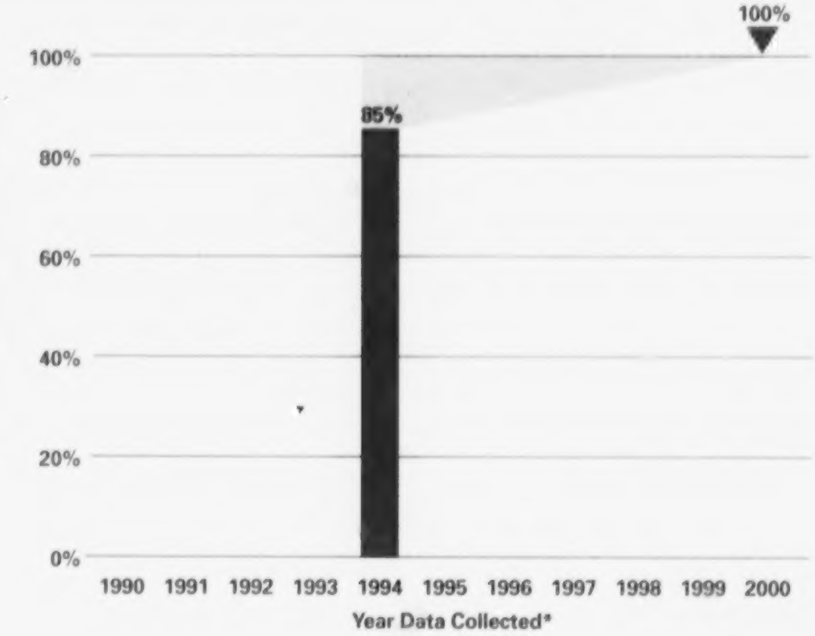
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 13

Teacher Professional Development

Percentage of teachers who reported that they participated in in-service or professional development programs on 1 or more topics[1] since the end of the previous school year

In 1994, 85% of teachers reported that they participated in in-service or professional development programs on one or more topics, such as uses of educational technology, methods of teaching subject field, in-depth study in subject field, or student assessment.



[1] Professional development topics included uses of educational technology, methods of teaching subject field, in-depth study in subject field, or student assessment.

* Data on teacher professional development will be collected again in 2000.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report

Exhibit 14

International Mathematics Achievement

Average mathematics performance of U.S. 4th graders compared with students in other countries,[1] 1995*

Nations with Average Scores Significantly Higher Than the U.S.

Nation	Average
Singapore	625
Korea	611
Japan	597
Hong Kong	587
Netherlands	577
Czech Republic	567
Austria	559

Nations with Average Scores Not Significantly Different From the U.S.

Nation	Average
Slovenia	552
Ireland	550
Hungary	548
Australia	546
United States	**545**
Canada	532
Israel	531

Nations with Average Scores Significantly Lower Than the U.S.

Nation	Average
Latvia (LSS)[2]	525
Scotland	520
England	513
Cyprus	502
Norway	502
New Zealand	499
Greece	492
Thailand	490
Portugal	475
Iceland	474
Iran, Islamic Republic	429
Kuwait	400

International Average = 529

In a recent international mathematics assessment, U.S. 4th graders were outperformed by students in seven countries, performed the same as students in six countries, and performed significantly better than students in 12 countries. U.S. 4th graders performed above the international average.

---

[1] The Third International Mathematics and Science Study (TIMSS) required participating nations to adhere to extremely high technical standards. For a description of those nations that had difficulty meeting the standards, see Appendix B.

[2] Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.

* There are no current plans to collect these data on 4th graders again before the year 2000.

Source: National Center for Education Statistics

This exhibit modifies information presented in the 1996 Goals Report

Exhibit 14 continued

International Mathematics Achievement

Average mathematics performance of U.S. 8th graders compared with students in other countries,[1] 1995*

Nations with Average Scores Significantly Higher Than the U.S.	
Nation	**Average**
Singapore	643
Korea	607
Japan	605
Hong Kong	588
Belgium (Flemish)[2]	565
Czech Republic	564
Slovak Republic	547
Switzerland	545
Netherlands	541
Slovenia	541
Bulgaria	540
Austria	539
France	538
Hungary	537
Russian Federation	535
Australia	530
Ireland	527
Canada	527
Belgium (French)[2]	526
Sweden[3]	519

Nations with Average Scores Not Significantly Different From the U.S.	
Nation	**Average**
Thailand	522
Israel	522
Germany	509
New Zealand	508
England	506
Norway	503
Denmark	502
United States	**500**
Scotland	498
Latvia (LSS)[4]	493
Spain	487
Iceland	487
Greece	484
Romania	482

Nations with Average Scores Significantly Lower Than the U.S.	
Nation	**Average**
Lithuania	477
Cyprus	474
Portugal	454
Iran, Islamic Republic	428
Kuwait	392
Colombia	385
South Africa	354

International Average = 513

In 1995, U.S. 8th graders were outperformed by students in 20 countries, performed the same as students in 13 countries, and performed significantly better than students in seven countries in mathematics. U.S. 8th graders performed below the international average.

[1] The Third International Mathematics and Science Study (TIMSS) required participating nations to adhere to extremely high technical standards. For a description of those nations that had difficulty meeting the standards, see Appendix B.

[2] The Flemish and French educational systems in Belgium participated separately.

[3] The country average for Sweden may appear to be out of place; however, statistically, its placement is correct.

[4] Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.

* There are plans to collect data on international mathematics achievement of 8th graders again in 1999.

Source: National Center for Education Statistics

This exhibit modifies information presented in the 1996 Goals Report.

Exhibit 15

International Science Achievement

Average science performance of U.S. 4^{th} graders compared with students in other countries[1], 1995*

Nations with Average Scores Significantly Higher Than the U.S.

Nation	Average
Korea	597

Nations with Average Scores Not Significantly Different From the U.S.

Nation	Average
Japan	574
United States	**565**
Austria	565
Australia	562
Netherlands	557
Czech Republic	557

International Average = 524

Nations with Average Scores Significantly Lower Than the U.S.

Nation	Average
England	551
Canada	549
Singapore	547
Slovenia	546
Ireland	539
Scotland	536
Hong Kong	533
Hungary	532
New Zealand	531
Norway	530
Latvia (LSS)[2]	512
Israel	505
Iceland	505
Greece	497
Portugal	480
Cyprus	475
Thailand	473
Iran, Islamic Republic	416
Kuwait	401

[1] The Third International Mathematics and Science Study (TIMSS) required participating nations to adhere to extremely high technical standards. For a description of those nations that had difficulty meeting the standards, see Appendix B.

[2] Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.

* There are no current plans to collect these data on 4th graders again before the year 2000.

Source: National Center for Education Statistics
This exhibit modifies information presented in the 1996 Goals Report

In an international science assessment administered in 1995, U.S. 4th graders were outperformed by students in only one country, Korea. U.S. 4th graders performed the same as students in five countries and performed significantly better than students from 19 countries. U.S. 4th graders performed above the international average.

Exhibit 15 continued

International Science Achievement

Average science performance of U.S. 8th graders compared with students in other countries,[1] 1995*

U.S. 8th graders were outperformed by students in nine countries, performed the same as students in 16 countries, and performed significantly better than students in 15 countries in a 1995 international science assessment. U.S. 8th graders performed above the international average.

Nations with Average Scores Significantly Higher Than the U.S.

Nation	Average
Singapore	607
Czech Republic	574
Japan	571
Korea	565
Bulgaria	565
Netherlands	560
Slovenia	560
Austria	558
Hungary	554

Nations with Average Scores Not Significantly Different From the U.S.

Nation	Average
England	552
Belgium (Flemish)[2]	550
Australia	545
Slovak Republic	544
Russian Federation	538
Ireland	538
Sweden	535
United States	**534**
Germany	531
Canada	531
Norway	527
New Zealand	525
Thailand	525
Israel	524
Hong Kong	522
Switzerland	522
Scotland[3]	517

Nations with Average Scores Significantly Lower Than the U.S.

Nation	Average
Spain[3]	517
France	498
Greece	497
Iceland	494
Romania	486
Latvia (LSS)[4]	485
Portugal	480
Denmark	478
Lithuania	476
Belgium (French)[2]	471
Iran, Islamic Republic	470
Cyprus	463
Kuwait	430
Colombia	411
South Africa	326

International Average = 516

[1] The Third International Mathematics and Science Study (TIMSS) required participating nations to adhere to extremely high technical standards. For a description of those nations that had difficulty meeting the standards, see Appendix B.

[2] The Flemish and French educational systems in Belgium participated separately.

[3] The country averages for Scotland and Spain may appear to be out of place; however, statistically, their placement is correct.

[4] Latvia is designated LSS because only Latvian-speaking schools were tested, which represents less than 65% of the population.

* There are plans to collect data on international mathematics achievement of 8th graders again in 1999.

Source: National Center for Education Statistics

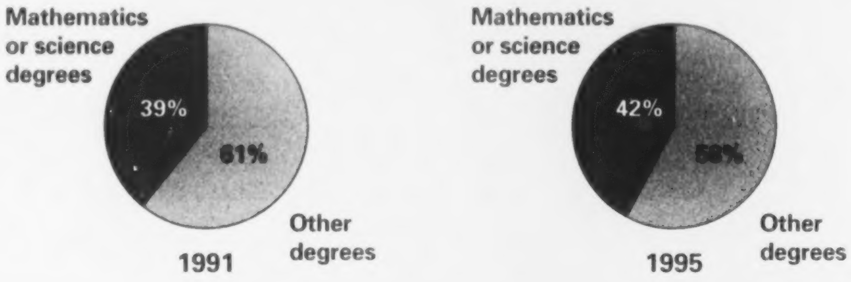
This exhibit modifies information presented in the 1996 Goals Report.

Exhibit 16

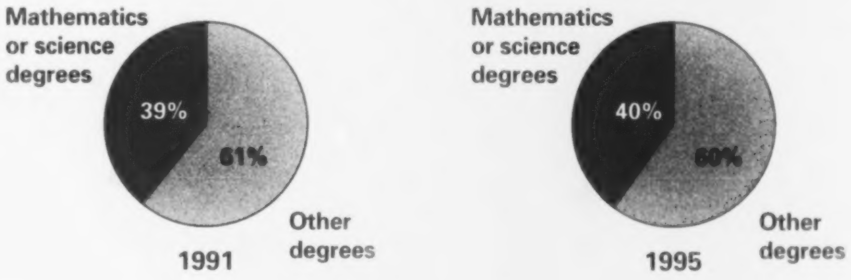
Mathematics and Science Degrees

Mathematics and science Bachelor's degrees* as a percentage of all degrees awarded to all students, minorities,[1] and females

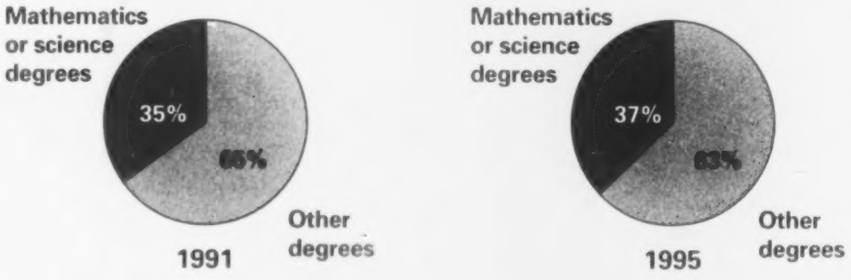
All students



Minority students



Female students



[1] Includes Blacks, Hispanics, and American Indians/Alaskan Natives.

* These data will be collected annually through the year 2000.

Source: National Center for Education Statistics, National Science Foundation, and Westat.
This exhibit updates information presented in the 1996 Goals Report.

In 1991, 39% of all Bachelor's degrees were earned in mathematics or science, compared to 39% of degrees earned by minorities and 35% of degrees earned by women. By 1995, the percentages of mathematics and science degrees earned by all students, minorities, and women had increased.

All ↑
Minority ↑
Female ↑

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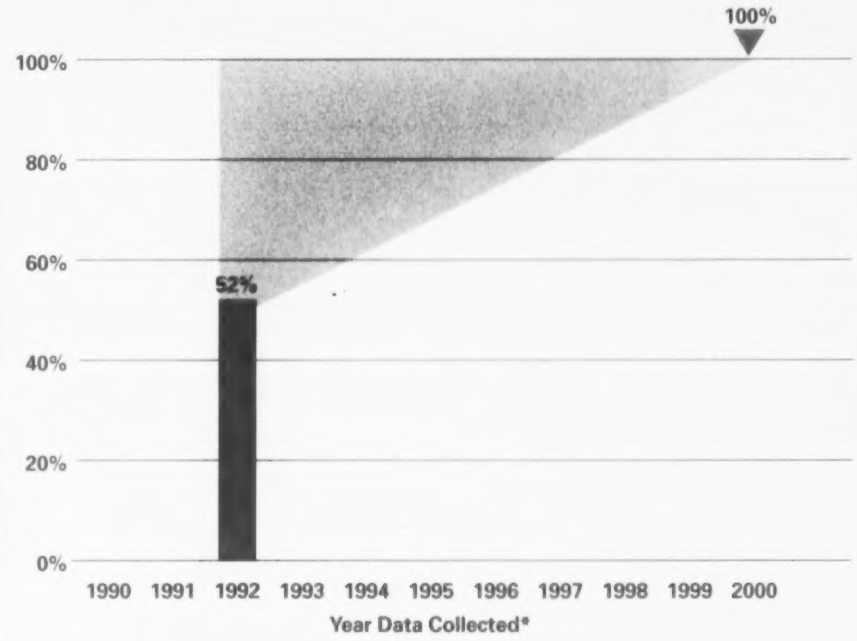
Exhibit 17

Adult Literacy

Percentage of adults aged 16 and older who scored at or above Level 3[1] in prose literacy[2] on the National Adult Literacy Survey



Nearly half of all American adults read and write at the two lowest of five levels of English proficiency; 52% scored at or above Level 3. Although adults who score below Level 3 do have some limited literacy skills, they are not likely to be able to perform the range of complex literacy tasks that the National Education Goals Panel considers important for competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship.

[1] Test results are reported on scales of 0 to 500 points. Scores are grouped into five levels, with Level 5 being most proficient and Level 1 being least proficient. Complete descriptions of each level can be found in Appendix B.

[2] Prose literacy tasks require readers to understand and use information contained in texts such as newspapers and pamphlets. Quantitative and document literacy tasks were also assessed.

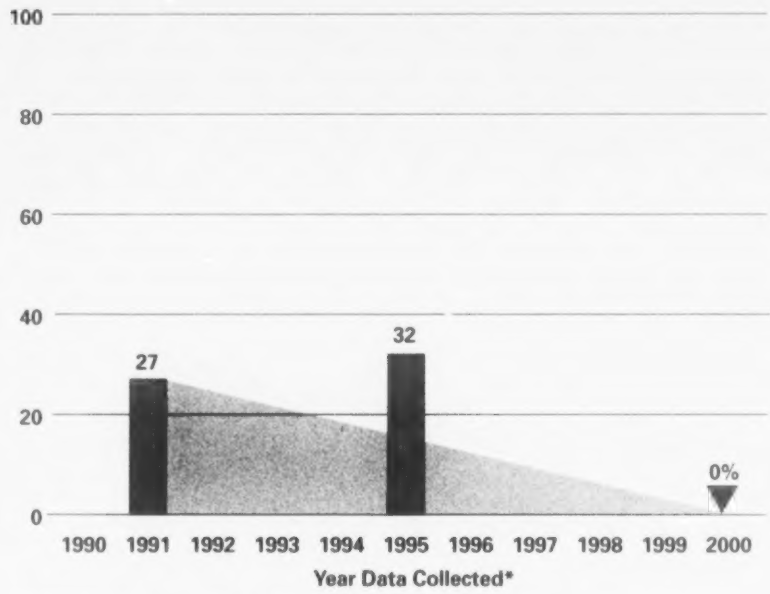
* Data on adult literacy were not available prior to 1992. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 18

Participation in Adult Education

Disparity (in percentage points) between adults[1] aged 17 and older who have a high school diploma or less, and those who have additional postsecondary education or technical training



[1] Excluding those participating in full-time educational programs exclusively.

* Data on participation in adult education will be collected again in 1999.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

In 1991, the gap in adult education participation rates between adults who had a high school diploma or less and those with additional postsecondary education or technical training was 27 percentage points. In 1995, the gap had increased to 32 percentage points.

↓

Exhibit 19

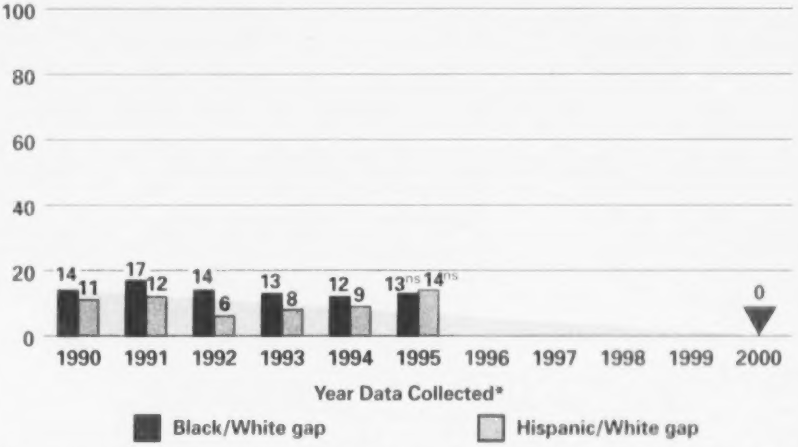
Participation in Higher Education

Disparities in college enrollment did not improve between 1990 and 1995. For example, in 1990, the disparity between proportions of Black and White students who enrolled in college immediately after high school graduation was 14 percentage points. The gap had not decreased five years later.

Black ↔
Hispanic ↔

College Enrollment

Disparities[1] (in percentage points) in college entrance rates between White and minority high school graduates who enroll in two- or four-year colleges[2] immediately after graduation



[1] Based on three-year averages (1989-1991 for 1990; 1990-1992 for 1991; 1991-1993 for 1992; 1992-1994 for 1993; 1993-1995 for 1994; and 1994-1996 for 1995).

[2] Includes junior colleges, community colleges, and universities.

ns Interpret with caution. Change from the baseline was not statistically significant.

* Data on college enrollment will be collected annually through the year 2000.

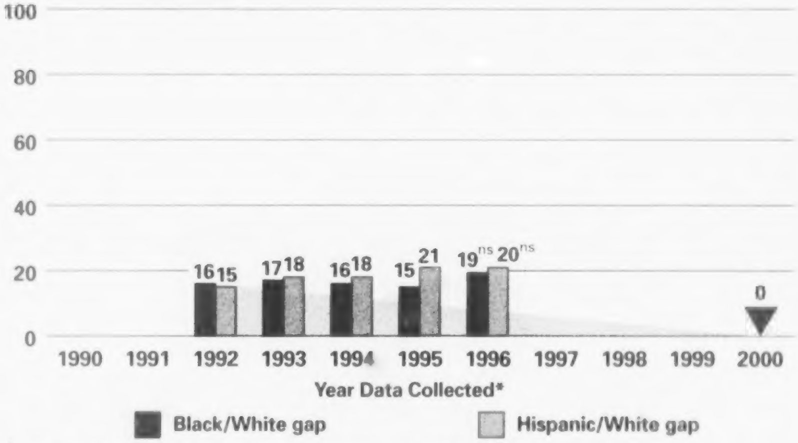
Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants. This exhibit updates information presented in the 1996 Goals Report.

Disparities in college completion between White and minority students did not improve between 1992 and 1996. For example, in 1992, the gap between proportions of Hispanic and White high school graduates who completed a college degree was 15 percentage points. The gap had not decreased four years later.

Black ↔
Hispanic ↔

College Completion

Disparities (in percentage points) in college completion rates[1] between White and minority high school graduates aged 25-29



[1] Includes Associate's degrees, Bachelor's degrees, and graduate/professional degrees.

ns Interpret with caution. Change from the baseline was not statistically significant.

* The wording of the item for college completion changed substantially between the 1991 survey and the 1992 survey; therefore, 1992 is established as the baseline year for college completion. These data will be collected annually through the year 2000.

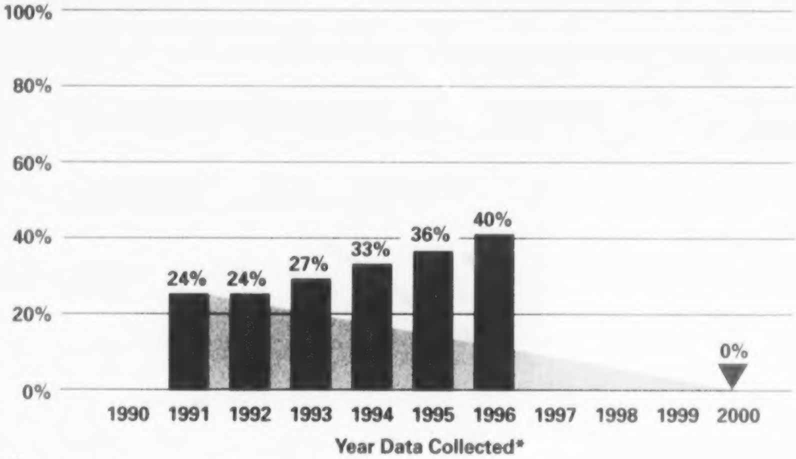
Source: Bureau of the Census, National Center for Education Statistics, and Pinkerton Computer Consultants. This exhibit updates information presented in the 1996 Goals Report.

Exhibit 20

Overall Student Drug and Alcohol Use

Drugs

Percentage of 10th graders who reported using any illicit drug[1] during the previous year



[1] See Appendix B for complete description.

* Data on overall drug use by 10th graders will be collected annually through the year 2000.

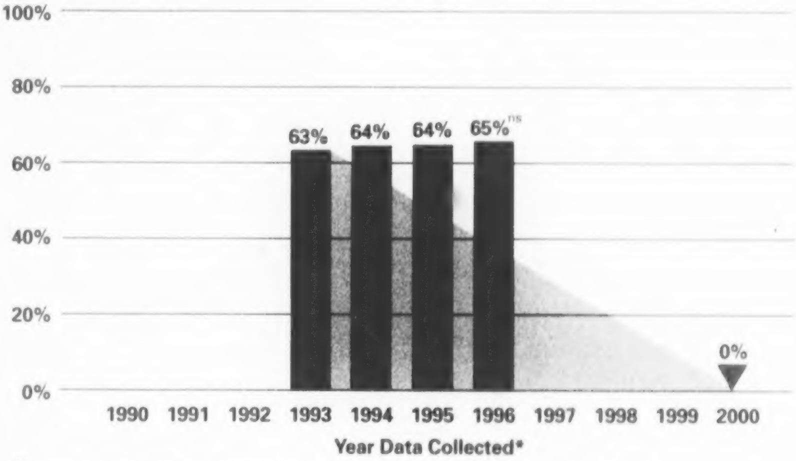
Source: University of Michigan
This exhibit updates information presented in the 1996 Goals Report.

Between 1991 and 1996, the percentage of 10th graders who reported that they had used an illicit drug during the previous year increased from 24% to 40%.

↓

Alcohol

Percentage of 10th graders who reported using alcohol during the previous year



ns Interpret with caution. Change from the baseline was not statistically significant.

* Although data on student alcohol use were collected in 1991 and 1992, the wording of the item changed substantially between the 1992 survey and the 1993 survey. Therefore, 1993 is established as the baseline year. Data on overall alcohol use by 10th graders will be collected annually through the year 2000.

Source: University of Michigan
This exhibit updates information presented in the 1996 Goals Report.

Between 1993 and 1996, there was no change in the percentage of 10th graders who reported that they had used alcohol during the previous year.

↔

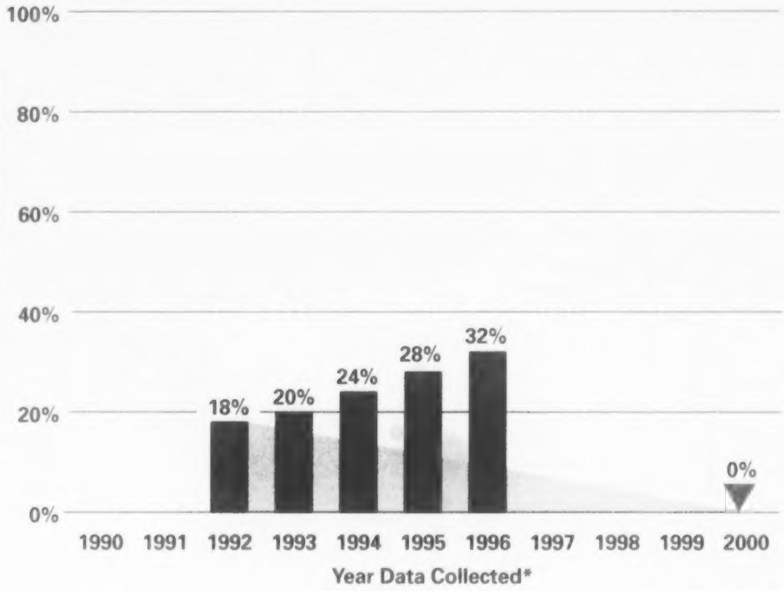
Attempted drug sales at school increased significantly between 1992 and 1996, according to student reports.

↓

Exhibit 21

Sale of Drugs at School

Percentage of 10th graders who reported that someone offered to sell or give them an illegal drug at school[1] during the previous year



[1] Or someone had actually sold or given them an illegal drug at school.

* Information on the sale of drugs at school was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

Source: University of Michigan

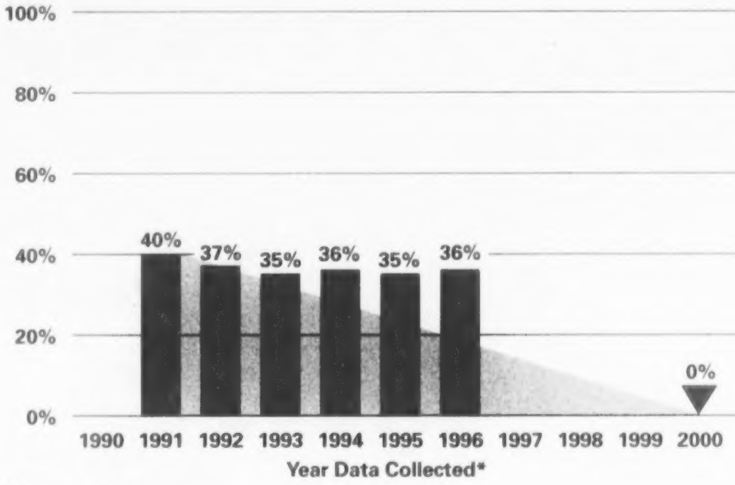
This exhibit updates information presented in the 1996 Goals Report.

Exhibit 22

Student and Teacher Victimization

Students

Percentage of 10th graders who reported that they were threatened or injured[1] at school during the previous year



[1] With or without a weapon.

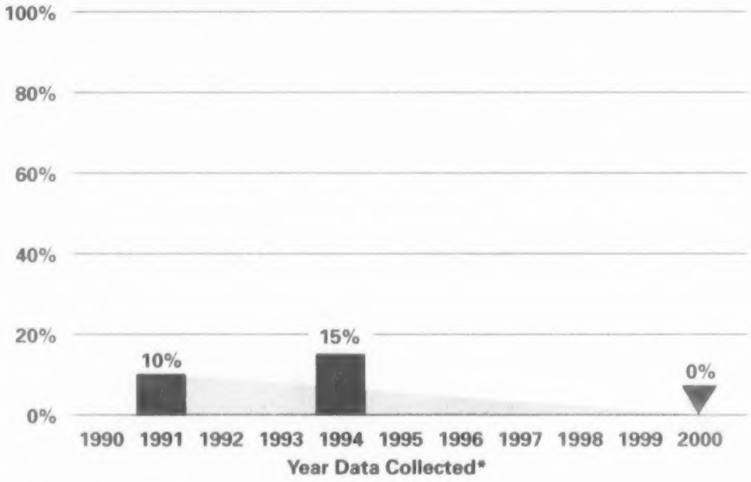
* Data on student victimization will be collected annually through the year 2000.

Source: University of Michigan
This exhibit updates information presented in the 1996 Goals Report.

In 1991, 40% of 10th graders reported that they had been threatened or injured at school during the previous year. By 1996, the percentage had decreased to 36%.

Teachers

Percentage of public school teachers who reported that they were threatened with physical injury or physically attacked by a student from their school during the previous 12 months



* Data on teacher victimization will be collected again in 2000.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

One out of every ten public school teachers reported in 1991 that he or she had been threatened or physically attacked by a student from his or her school during the previous year. By 1994, that proportion had increased to about one out of every seven.

In 1992, 17% of 10th graders reported that other students interfered with their own learning at least six times a week. No reduction in class disruptions was seen over the next four years.

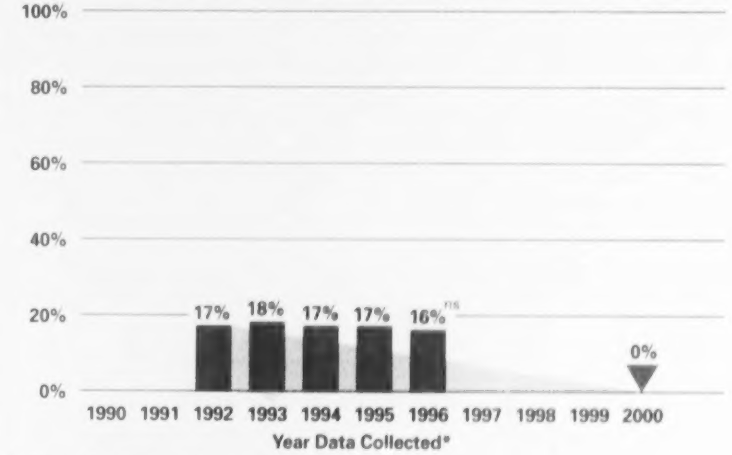
↔

Exhibit 23

Disruptions in Class by Students

Student Reports

Percentage of 10th graders who reported that during an average week, misbehavior by other students often[1] interferes with their own learning



[1] Often = 6 times a week or more.

ns Interpret with caution. Change from the baseline was not statistically significant.

* Information on disruptions in class was not asked of 10th graders prior to 1992. These data will be collected annually through the year 2000.

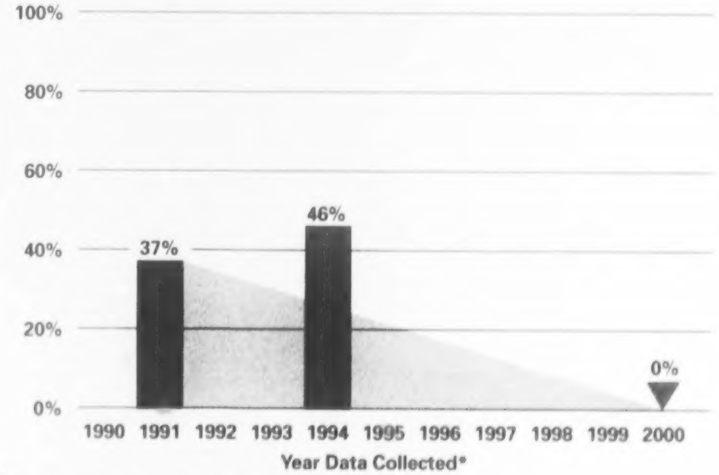
Source: University of Michigan
This exhibit updates information presented in the 1996 Goals Report.

In 1991, 37% of all secondary school teachers felt that student misbehavior interfered with their teaching. This percentage had risen to 46% by 1994.

↓

Teacher Reports

Percentage of all secondary school teachers who reported[1] that student misbehavior interferes with their teaching



[1] Responses of "agree" and "strongly agree" combined.

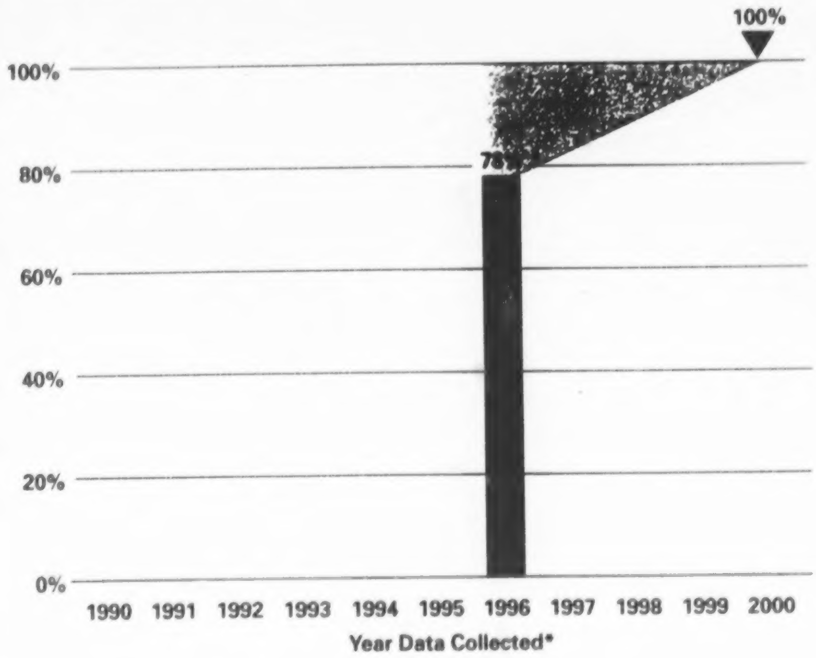
* Teacher reports on disruptions in class will be collected again in 2000.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 24

Schools' Reports of Parent Attendance at Parent-Teacher Conferences

Percentage of K-8 public schools[1] which reported that more than half[2] of their parents[3] attended parent-teacher conferences during the school year



[1] Survey respondents were principals or their designees.

[2] Responses of "more than half" and "most or all" combined.

[3] Includes only those public schools in which the school reported that it held regularly scheduled schoolwide parent-teacher conferences during the year. (95% of elementary schools and 78% of middle schools reported doing so during 1995-1996.)

* Data on schools' reports of parent attendance at parent-teacher conferences were not available prior to 1996. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics and Westat

This exhibit repeats information presented in the 1996 Goals Report.

In 1996, 78% of public elementary and middle schools reported that more than half of their parents attended regularly scheduled parent-teacher conferences during the school year.

Parents of students in elementary schools were more likely to attend parent-teacher conferences than parents of middle school students, according to schools' reports.

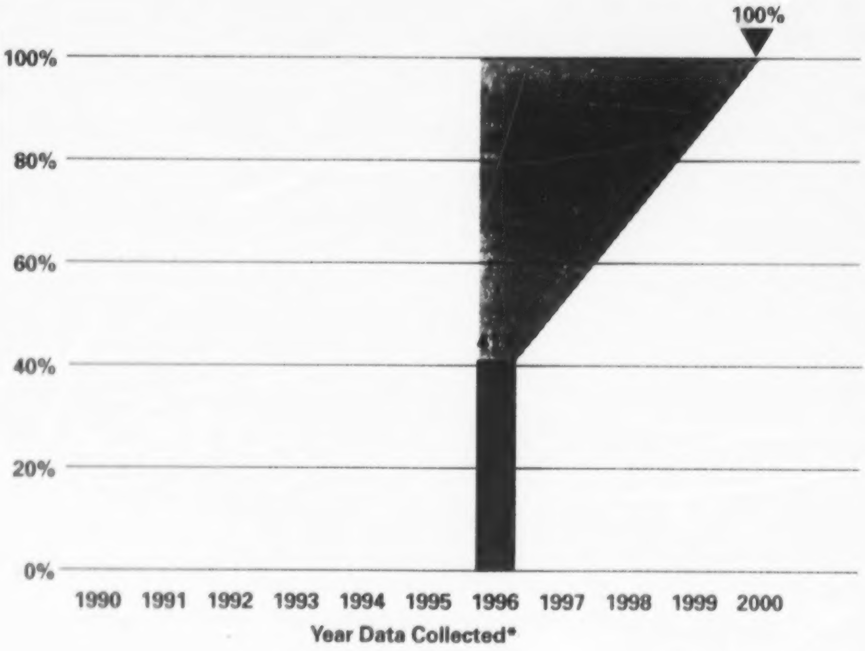
	1996
Elementary	84%
Middle	47%

Exhibit 25

Schools' Reports of Parent Involvement in School Policy Decisions

Percentage of K-8 public schools[1] which reported that parent input is considered[2] when making policy decisions in three or more areas[3]

In 1996, 41% of public elementary and middle schools reported that parent input is considered when making policy decisions in three or more areas.



[1] Survey respondents were principals or their designees.

[2] Responses of "moderate extent" and "great extent" combined.

[3] Three or more of the following policy areas: allocation of funds; curriculum or overall instructional program; the design of special programs; library books and materials; discipline policies and procedures; health-related topics or policies; monitoring or evaluating teachers; or developing parent involvement activities.

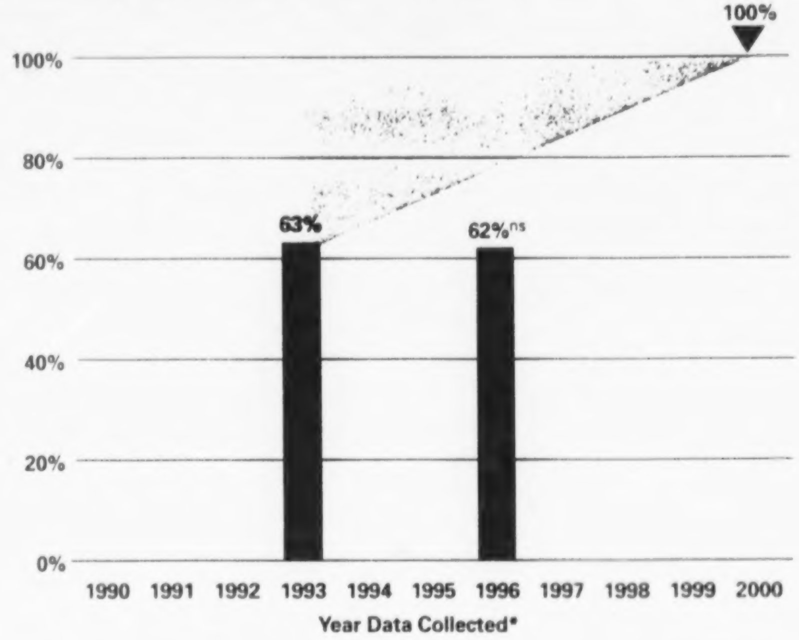
* Data on schools' reports of parent involvement in school policy decisions were not available prior to 1996. There are no current plans to collect these data again before the year 2000.

Source: National Center for Education Statistics and Westat
This exhibit repeats information presented in the 1996 Goals Report.

Exhibit 26

Parents' Reports of Their Involvement in School Activities

Percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities[1] in their child's school during the current school year



In 1993, 63% of parents of students in Grades 3-12 reported that they participated in two or more activities in their child's school. By 1996, the percentage of participating parents had not increased.

↔

Parents of students in Grades 3-5 were more likely to report participating in various school activities than were parents of older students.

	1993	1996
Grades 3-5	74%	73%ns
Grades 6-8	62%	63%ns
Grades 9-12	53%	53%ns

ns Interpret with caution. Change from the baseline was not statistically significant.

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[1] Activities included attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee.

ns Interpret with caution. Change from the baseline was not statistically significant.

* Data on parents' reports of their involvement in school activities were not available prior to 1993. These data will be collected again in 1999.

Source: National Center for Education Statistics and Westat

This exhibit repeats information presented in the 1996 Goals Report.

Chapter 3: How Are We Doing at the State Level?

In order to provide more state-level information for the reader, Chapter 3 reports individual state progress on a slightly larger set of indicators than reported at the national level. Many of the 33 state-level indicators are identical to those at the national level. Each indicator includes a baseline measure (collected as close as possible to 1990, the year the Goals were adopted), the most recent update (if available), and an arrow indicating the direction of change. Again, arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.

The reader should note several important differences between the national and state data. Each indicator presented on the state pages is accompanied by the range of state scores and the median state score to show how the state performed in relation to others. In addition, the U.S. data are shown if the data are comparable at the national and state levels. A guide to reading the state pages begins on page 72.

In some cases, limited information is available at the state level, which constrains the Panel's ability to provide full progress reports for those states. Data gaps exist because states may choose not to participate in some data collections for reasons such as cost or the amount of time required for testing. For example, only 13 states participated in the State Adult Literacy Survey, which is the data source the Panel uses to monitor adult literacy proficiency at the state level. (State-level data collection schedules can be found in Appendix A.)

Although states do collect Goal-related information individually (for example, student achievement using their own state assessment), the data are not comparable across the states. It is especially important that the Goals Panel report comparable data in the annual Goals Report, because non-comparable state data provide no guarantee that changes over time are not due to changes in sampling or the wording of items. The Panel is committed to using a common, reliable yardstick which will ensure that differences over time are due to real changes in performance.

Since baselines were established for the state* indicators, significant** improvements have occurred in the following areas:

- Forty states reduced the percentage of infants born with one or more health risks (Goal 1 indicator).
- Fifty-four jurisdictions increased the number of mothers receiving prenatal care in the first trimester of pregnancy (Goal 1 indicator).
- The proportion of children with disabilities participating in preschool rose in 46 states (Goal 1 indicator).
- Twenty-seven jurisdictions increased the percentage of 8th graders scoring at the

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* In this chapter, the term "state" is used to refer to the 50 states and the District of Columbia. The term "jurisdiction" is used to refer to the 50 states, the District of Columbia, and the territories.

** In this report, "significance" refers to statistical significance and indicates that the observed differences are not likely to have occurred by chance.

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Proficient or Advanced levels on the NAEP mathematics assessment. In no jurisdiction did the percentage decrease (Goal 3 indicator).

- In all states but one, the proportion of Advanced Placement examinations receiving a grade of 3 or higher increased (Goal 3 indicator).
- Forty-seven jurisdictions increased the percentage of all students who received a degree in mathematics or science. In addition, 33 jurisdictions increased the percentage of minority students and 43 jurisdictions increased the percentage of female students who received a degree in mathematics or science (Goal 5 indicator).
- In nine out of 12 states, the percentage of students enrolling in postsecondary education increased (Goal 6 indicator).
- In 32 states, the percentage of U.S. citizens who voted increased (Goal 6 indicator).

In other areas, the news is not as encouraging:

- In 47 jurisdictions, the number of children born with low birthweight increased (Goal 1 indicator).
- In nine of 18 states, the high school dropout rate increased (Goal 2 indicator).
- In 13 of 19 jurisdictions, the percentage of public high school students who reported using marijuana increased. In no jurisdiction did the percentage decrease (Goal 7 indicator).
- In nine of 13 jurisdictions, more students reported being offered, sold, or given an illegal drug at school. No jurisdiction showed a decrease in the percentage of students who reported that drugs were available on school property (Goal 7 indicator).
- In 37 states, more teachers reported that student disruptions in their classrooms interfered with their teaching (Goal 7 indicator).

Performance has not changed markedly over time in the following areas:

- Immunizations. Forty-five states showed no change in the proportion of 2-year-olds immunized (Goal 1 indicator).
- High School Completion. Thirty-eight states experienced no change in the percentage of 18- to 24-year-olds who held a high school diploma (Goal 2 indicator).
- 4th Grade Reading. In 37 jurisdictions, the percentage of 4th graders scoring at the Proficient or Advanced levels on the NAEP reading assessment did not change (Goal 3 indicator).
- 4th Grade Mathematics. In 32 jurisdictions, the percentage of 4th graders scoring at the Proficient or Advanced levels on the NAEP mathematics assessment did not change (Goal 3 indicator).
- Teacher Preparation and Professional Development. In more than 40 states, there was no change in the percentage of teachers who reported that they held a degree or held a teaching certificate in their main teaching assignment. In 33 states, no change was reported in the proportion of beginning public school teachers who participated in a formal teacher induction process (Goal 4 indicators).
- Registering to Vote. In 32 states, there was no change in the percentage of U.S. citizens registered to vote (Goal 6 indicator).
- Alcohol Consumption. Only one jurisdiction out of 20 had a decrease in the percentage of public school 10th graders who reported having 5 or more drinks in a row (Goal 7 indicator).
- Student Victimization. Of the 13 jurisdictions that reported data, none reduced the percentage of students who reported being threatened or injured with a weapon on school property (Goal 7 indicator).
- School Safety. Of the 14 jurisdictions reporting data, none reduced the percentage of students who reported that they did not feel safe at school (Goal 7 indicator).
- Fights and Carrying Weapons at School. No progress was made in any state in decreasing the percentage of students who reported participating in a physical fight on school property. In addition, in only two jurisdictions was there a decrease in the percentage of students who reported carrying weapons on school property (Goal 7 indicators).
- Parental Involvement. In more than 40 states, no change was reported in the level of parent involvement from either the teacher's or principal's perspective. Similarly, public school principals in 34 states reported that there was no increase in the influence the

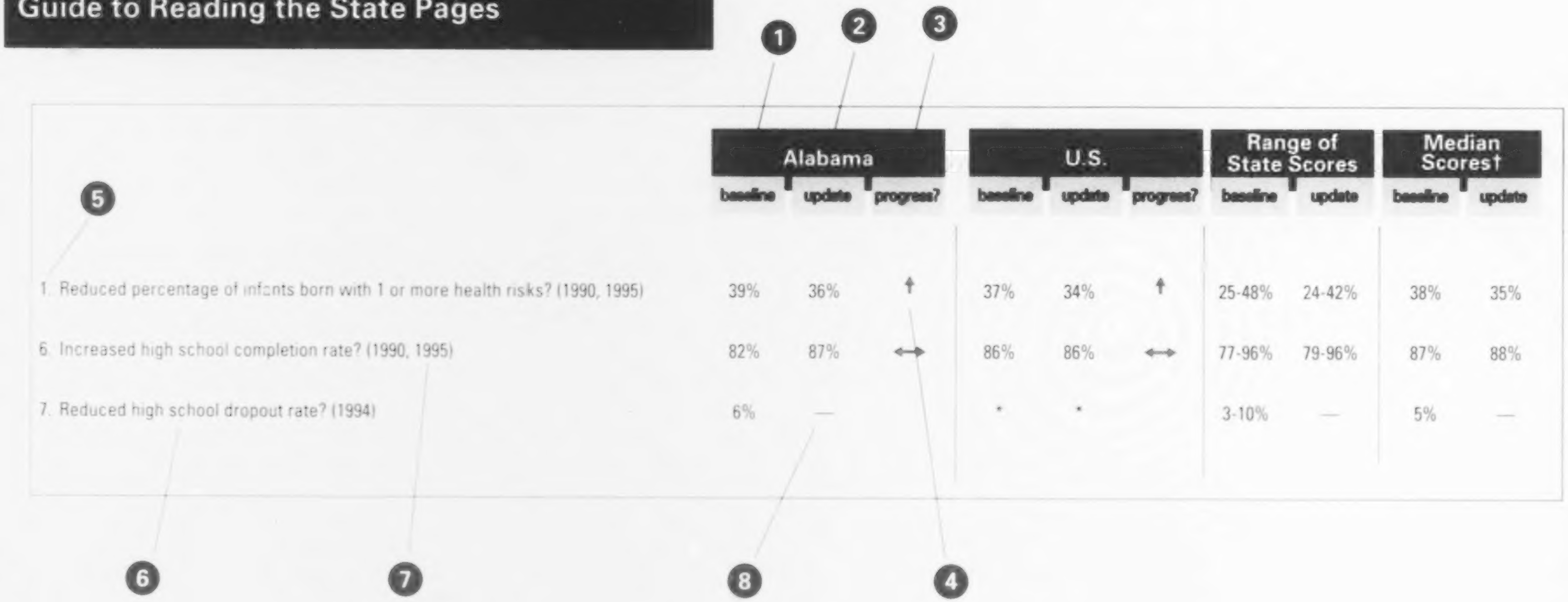
parent association in their school had on school policy (Goal 8 indicators).

In a number of areas, data gaps prevent us from knowing whether performance has improved or declined in individual states. For example:

- We do not know if the achievement of our 8th graders has improved in science.
- We cannot tell if more teachers are participating in professional development programs on topics such as the use of educational technology.
- We do not know if more teachers are receiving training to teach limited English proficient students.
- We cannot tell if more mathematics teachers are implementing education reforms in their classrooms that have been recommended by experts, such as working in small groups, developing reasoning and analytical ability, or teaching algebra. We also cannot tell if more students have computers available in their classrooms.
- We do not yet know how our states compare to countries that participated in the Third International Mathematics and Science Study.
- We cannot report whether more adults are able to perform complex literacy tasks that will enable them to compete successfully in a global economy.
- We cannot tell if more teachers are being threatened by students from their schools.

The Goals Panel will continue to work with states and other data providers to fill these gaps in future Goals Reports.

Guide to Reading the State Pages



	Alabama			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	39%	36%	↑	37%	34%	↑	25-48%	24-42%	38%	35%
6. Increased high school completion rate? (1990, 1995)	82%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994)	6%	—		*	*		3-10%	—	5%	—

1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.

2 Data in this column represent our current level of performance and are the most recent data available.

3 Progress represents progress from the baseline year to the most recent update year.

4 Progress is shown by an arrow. Arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.

5 The source of the data and any technical notes for each state indicator are referenced by this number in Appendix C.

6 A fuller description of the state indicators is provided on pages 73-75.

7 The date(s) in parentheses indicates the year(s) in which data were collected for the state indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.

8 — means data not available. See Appendix A.

Guide to Reading the State Pages (continued)

Indicators for the state pages are based on comparable state data collected by federal agencies such as the National Center for Education Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. The state pages do not include all Goal-related data that a state may collect. See page 69 for further information.

The state indicators are:

Goal 1: Ready to Learn

1. **Children's Health Index:** Has the state reduced the percentage of infants born with 1 or more health risks? (1990, 1995)

2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994, 1996)

3. **Low Birthweight:** Has the state reduced the number of infants per 1,000 born with low birthweight, defined as less than 5.5 pounds? (1990, 1995)

4. **Early Prenatal Care:** Has the state increased the number of mothers per 1,000 who receive prenatal care in the first trimester of pregnancy? (1990, 1995)

5. **Preschool Programs for Children with Disabilities:** Has the state increased the number of children with disabilities participating in preschool, per 1,000 3- to 5-year-olds? (1991, 1996)

Goal 2: School Completion

6. **High School Completion Rates:** Has the state increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1995)

7. **High School Dropout Rates:** Has the state reduced the percentage of students in Grades 9-12 who leave school without completing a recognized secondary program? (1992, 1994)

Goal 3: Student Achievement and Citizenship

8. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4? (1992, 1994)

9. **Mathematics Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grade 4 (1992, 1996) and Grade 8 (1990, 1996)?

10. **Science Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in science in Grade 8? (1996)

11. **Advanced Placement Performance:** Has the state increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher? (1991, 1997)

Goal 4: Teacher Education and Professional Development

12. **Teacher Preparation:** Has the state increased teacher preparation, as measured by the percentage of public secondary school teachers who hold
    - an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)
    - a teaching certificate in their main teaching assignment? (1991, 1994)

Guide to Reading the State Pages (continued)

13. **Teacher Professional Development:** Has the state increased the professional development opportunities of teachers, as measured by the percentage of public school teachers reporting that they participated in in-service or professional development programs on 1 or more topics since the end of the previous school year? (1994)

14. **Preparation to Teach Limited English Proficient (LEP) Students:** Has the state increased the percentage of public school teachers with training to teach limited English proficient students? (1994)

15. **Teacher Support:** Has the state increased the percentage of public school teachers who report that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher? (1991, 1994)

Goal 5: Mathematics and Science

16. **International Mathematics and Science Achievement:** Comparisons between those states that participated in the 1996 National Assessment of Educational Progress (NAEP) mathematics and science assessments and those countries that participated in the 1995 Third International Mathematics and Science Study (TIMSS) will be reported in future Goals Reports.

17. **Mathematics Instructional Practices:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report that they do the following in mathematics class?
    - have students work in small groups or with a partner at least once a week? (1996)
    - address algebra and functions a lot? (1996)
    - address reasoning and analytical ability a lot? (1996)

18. **Mathematics Resources:** Has the state increased the percentage of public school 8th graders whose mathematics teachers report they have computers available in their mathematics classrooms? (1996)

19. **Mathematics and Science Degrees:** Has the state increased mathematics and science degrees as a percentage of all degrees awarded to:
    - all students? (1991, 1995)
    - minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? (1991, 1995)
    - females? (1991, 1995)

Goal 6: Adult Literacy and Lifelong Learning

20. **Adult Literacy:** Has the state increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)

21. **Voter Registration and Voting:** Has the state increased the percentage of U.S. citizens who reported that they
    - registered to vote? (1988, 1992)
    - voted? (1988, 1992)

22. **Participation in Higher Education:** Has the state increased the percentage of high school graduates in the state who immediately enroll in 2- or 4-year colleges in any state? (1992, 1994)

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

23. **Student Marijuana Use:** Has the state reduced the percentage of public high school students who reported using marijuana at least once during the past 30 days? (1991, 1995)

Guide to Reading the State Pages (continued)

24. **Student Alcohol Use:** Has the state reduced the percentage of public high school students who reported having five or more drinks in a row at least once during the past 30 days? (1991, 1995)

25. **Availability of Drugs on School Property:** Has the state reduced the availability of drugs on school property as measured by the percentage of public high school students reporting that someone offered, sold, or gave them an illegal drug on school property during the past 12 months? (1993, 1995)

26. **Student Victimization:** Has the state reduced student victimization as measured by the percentage of public high school students reporting that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months? (1993, 1995)

27. **Physical Fights:** Has the state reduced the percentage of public high school students reporting that they were in a physical fight on school property at least once during the past 12 months? (1993, 1995)

28. **Carrying a Weapon:** Has the state reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days? (1993, 1995)

29. **Student Safety:** Has the state reduced the percentage of students reporting they did not go to school at least once during the past 30 days because they did not feel safe? (1993, 1995)

30. **Teacher Victimization:** Has the state reduced teacher victimization as measured by the percentage of public school teachers reporting that they were threatened or physically attacked by a student from their school during the past 12 months? (1994)

31. **Disruptions in Class by Students:** Has the state reduced disruptions in class by students as measured by the percentage of public secondary school teachers reporting that disruptions often interfere with teaching? (1991, 1994)

Goal 8: Parental Participation

32. **Parental Involvement in Schools:** Has the state increased parental involvement in the schools as measured by a reduction in the percentage of teachers and principals reporting that lack of parental involvement in their school was a serious problem?
    - public school teachers (1991, 1994)
    - public school principals (1991, 1994)

33. **Influence of Parent Associations:** Has the state increased parental involvement in the schools as measured by the percentage of public school principals reporting that the parent association in their school has influence in one or more of three areas of school policy? (1991, 1994)

ALABAMA

	Alabama			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	39%	36%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	75%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	84	90	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	735	817	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	41	47	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	82%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	6%	—		*	*		3-10%	—	5%	—
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	20%	23%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	10%	11%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	9%	12%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	18%	—		29%	—		5-41%	—	27%	—

KEY

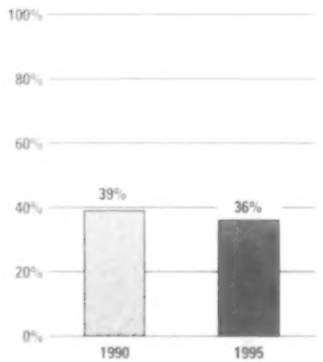
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Children's Health Index

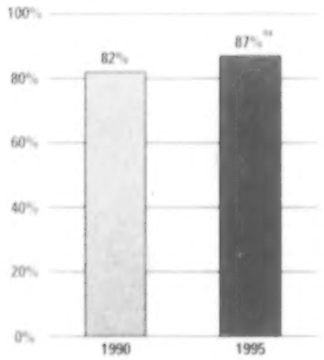
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

[†] Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

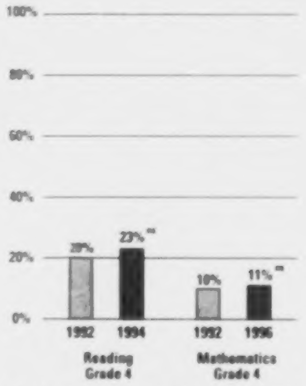
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

	Alabama			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. **Increased the** number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	32	49	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. **Increased the** percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	70%	63%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. **Increased the** percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. **Increased the** percentage of public school teachers with training to teach limited English-proficient students? (1994)	4%	—		16%	—		4-81%	—	16%	—
15. **Increased the** percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	25%	23%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. **International** comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

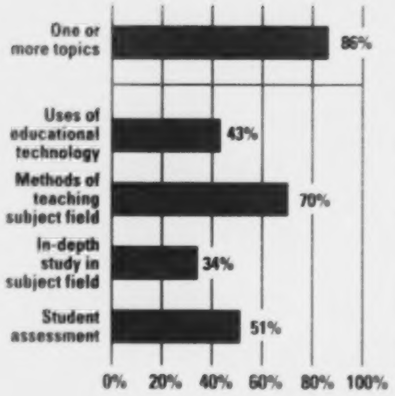
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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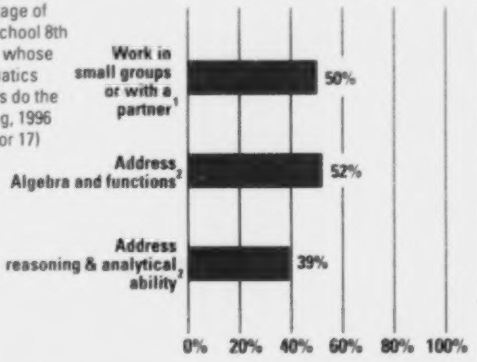
ALABAMA

	Alabama			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	50%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	52%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	39%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	33%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	40%	37%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• females? (1991, 1995)	30%	34%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	74%	78%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	57%	64%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	56%	64%	↑	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

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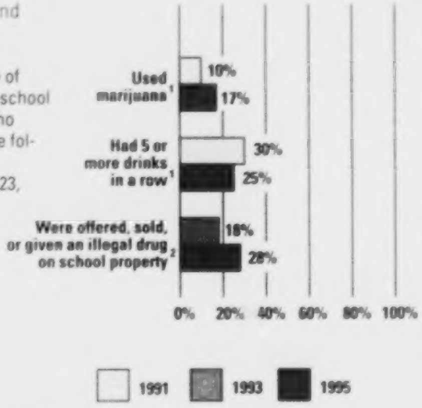
9 † Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Alabama			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)•	10%	17%	↓	••	••		4-18%	7-32%	10%	23%
24. Reduced alcohol use (5 or more drinks in a row)? (1991, 1995)•	30%	25%	↑	••	••		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	18%	28%	↓	••	••		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon on school property? (1995)•	9%	—		••	••		4-11%	—	8%	—
27. Reduced physical fights on school property? (1993, 1995)•	14%	14%	↔	••	••		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	13%	13%	↔	••	••		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1995)•	6%	—		••	••		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	54%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	31%	32%	↔	••	••		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	15%	17%	↔	••	••		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	14%	21%	↔	••	••		8-37%	12-50%	16%	22%

KEY

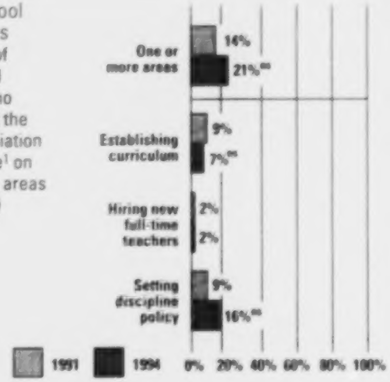
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
•• Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

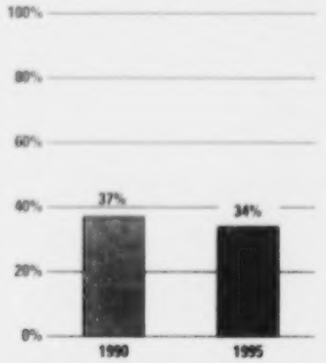
ALASKA

	Alaska			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	37%	34%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	73%	73%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	48	53	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	800	834	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	44	60	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	89%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1996)	30%	—		24%	—		5-34%	—	22%	—
10. Increased science achievement in Grade 8? (1996)	31%	—		29%	—		5-41%	—	27%	—

KEY

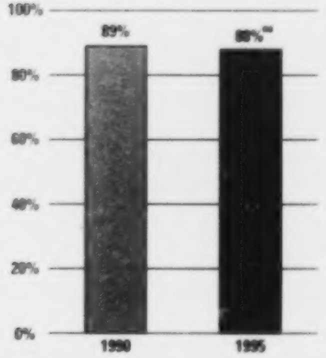
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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[1] Median is the middle score in a set of ranked scores.

• Comparable national data are not available.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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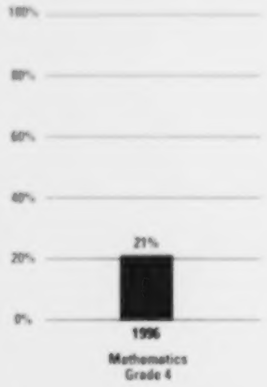
	Alaska baseline	Alaska update	Alaska progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	56	69	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	60%	64%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	91%	92%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	90%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	33%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	15%	12%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.⁻⁻	—	—		—	—		—	—	—	—

KEY

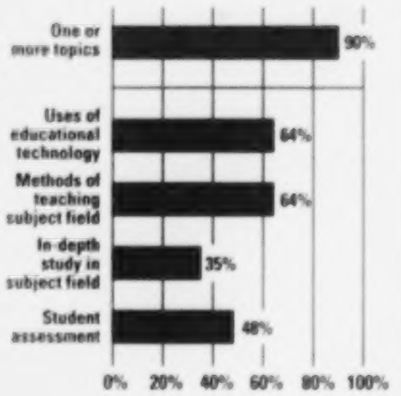
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
⁻⁻ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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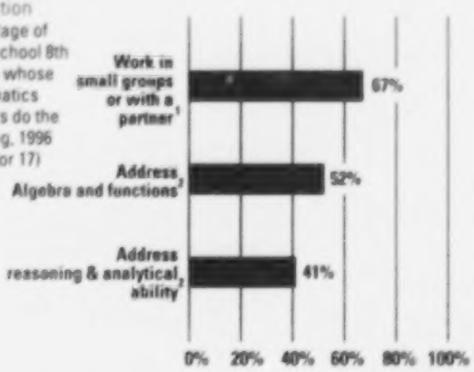
ALASKA

	Alaska			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	67%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	52%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	41%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	50%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	34%	↔	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	34%	25%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	28%	26%	↓	35%	37%	↑	23-46%	13-47%	33%	30%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	73%	77%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	62%	70%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	39%	37%	✱	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✱ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

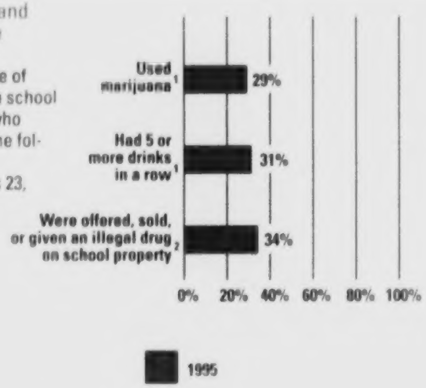
	Alaska			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1995)•	29%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995)•	31%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995)•	34%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995)•	9%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995)•	17%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995)•	12%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995)•	4%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	17%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	35%	46%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	25%	32%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	20%	22%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	27%	43%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

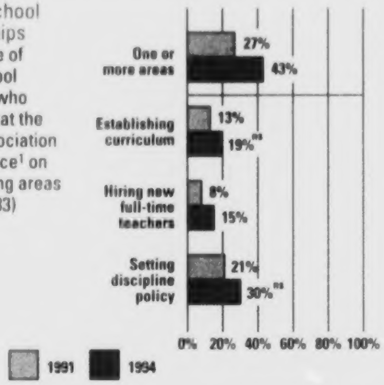
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

ARIZONA

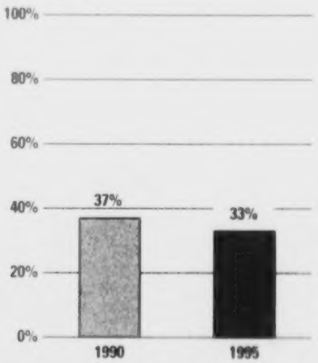
	Arizona baseline	Arizona update	Arizona progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	37%	33%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	77%	72%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	64	68	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	675	721	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	25	37	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	83%	86%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992) •	11%	—		*	*		3-12%	—	5%	—
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	21%	24%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	13%	15%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	13%	18%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	23%	—		29%	—		5-41%	—	27%	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index

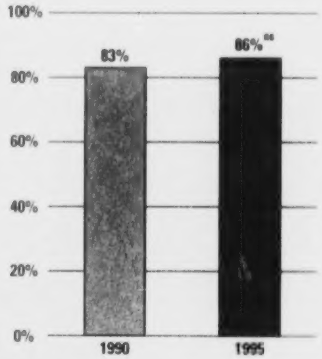
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
- * Comparable national data are not available.
- — Data not available. See Appendix A.
- • Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

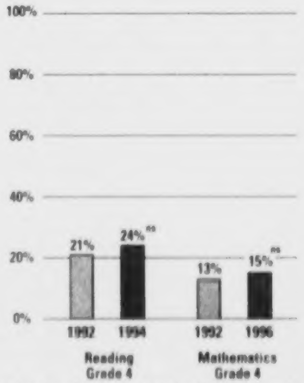
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Arizona			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	43	60	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	63%	58%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	85%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	40%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	25%	30%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.*	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

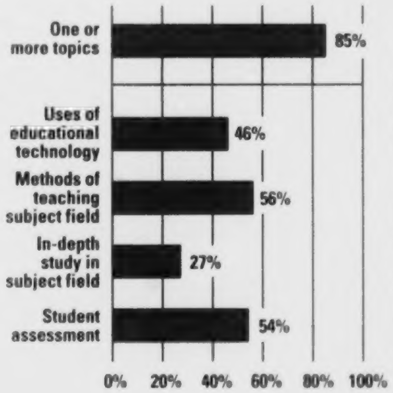
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
* This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

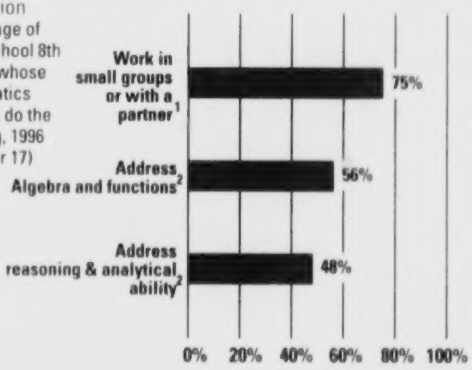
ARIZONA

	Arizona			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	75%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	56%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	48%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	33%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	26%	34%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	22%	30%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	24%	29%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	66%	75%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	57%	69%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	45%	50%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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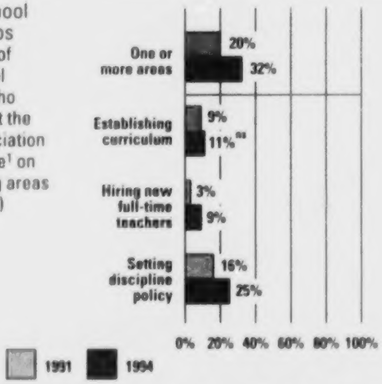
[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Arizona			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	46%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	36%	37%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	21%	16%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	20%	32%	↑	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

[†] Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

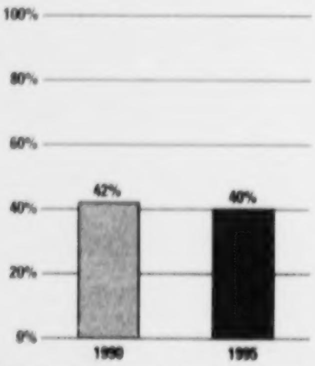
See Appendix C for technical notes and sources.

ARKANSAS

	Arkansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	42%	40%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	75%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	82	82	↔	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	708	766	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	45	70	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	4%	5%	↓	•	•		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	23%	24%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	10%	13%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	9%	13%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	22%	—		29%	—		5-41%	—	27%	—

Children's Health Index

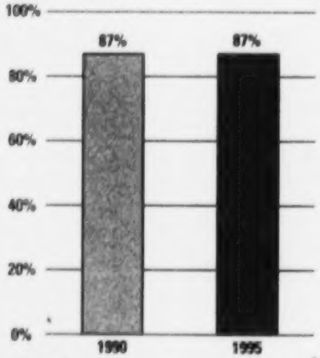
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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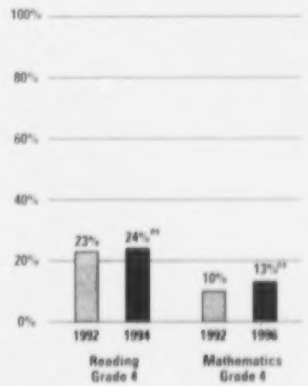
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Arkansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	15	28	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	60%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	84%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	6%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	15%	14%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.~	—	—		—	—		—	—	—	—

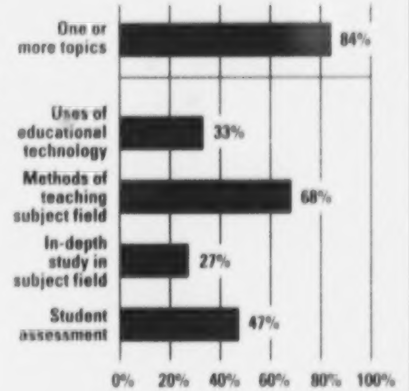
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

** Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area
— Data not available. See Appendix A
~ This information had not been released when the 1997 Goals Report went to print
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

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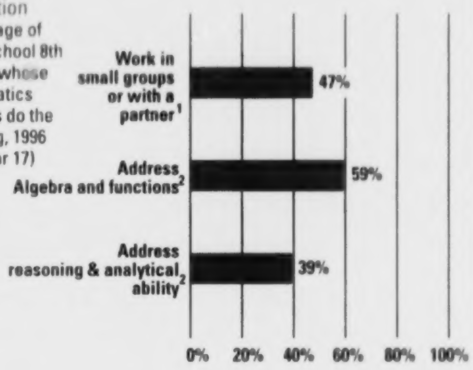
ARKANSAS

	Arkansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	47%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	59%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	39%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	23%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	32%	37%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	31%	33%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	28%	32%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	68%	67%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	56%	58%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	46%	48%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

---

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

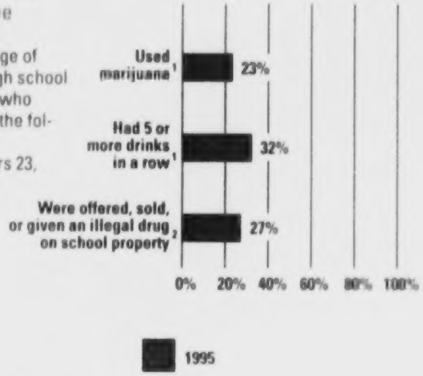
	Arkansas baseline	Arkansas update	Arkansas progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1995) •	23%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	32%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	27%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	9%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	17%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	11%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	5%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	34%	45%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	30%	29%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	20%	22%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	17%	↔	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

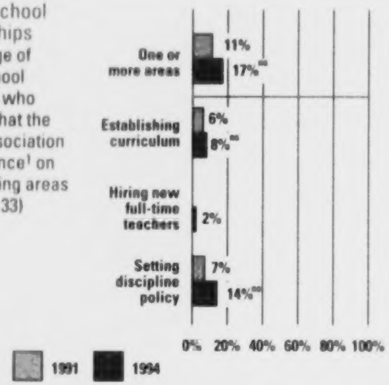
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)

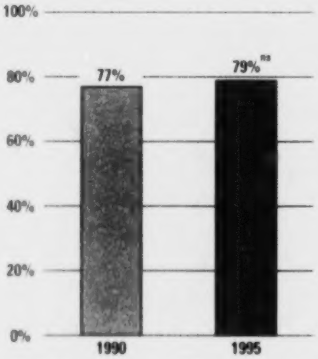


[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

CALIFORNIA

	California			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	58	61	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	723	785	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	28	32	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	77%	79%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	5%	5%	↔	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	19%	18%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	12%	11%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	12%	17%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	20%	—		29%	—		5-41%	—	27%	

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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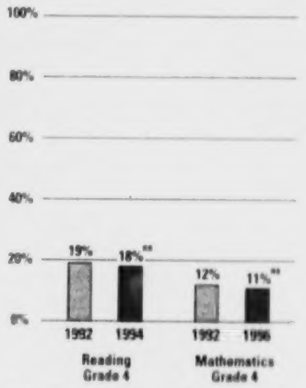
See Appendix C for technical notes and sources.

	California			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	90	130	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	56%	51%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	94%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	64%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	31%	35%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.⁻	—	—		—	—		—	—	—	—

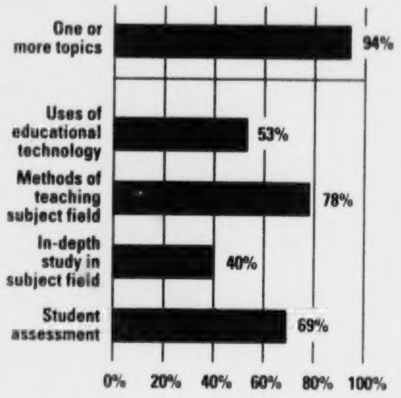
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
⁻ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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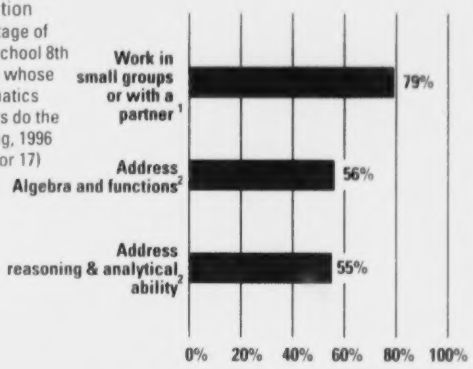
CALIFORNIA

	California			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	79%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	56%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	55%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	33%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	43%	47%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	43%	45%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	39%	41%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	53%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	72%	73%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	63%	67%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	50%	61%	↑	**	**		33-68%	37-71%	53%	55%

KEY

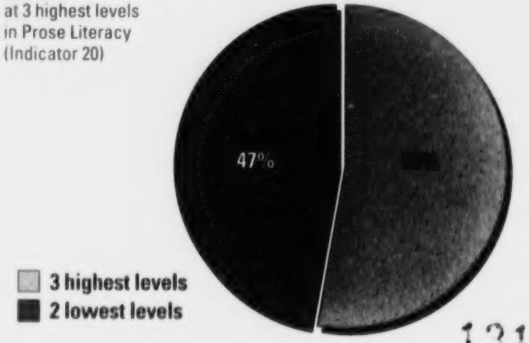
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



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[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	California			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	9%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	43%	43%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	32%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	20%	11%	↑	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	30%	36%	↔	**	**		8-37%	12-50%	16%	22%

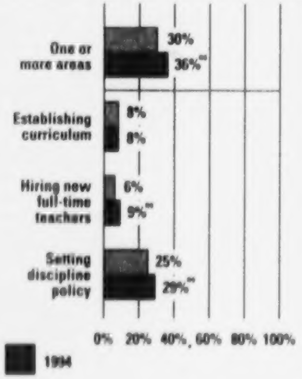
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

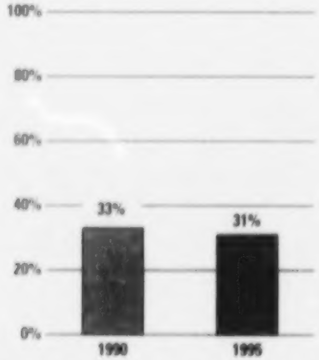
COLORADO

	Colorado			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	33%	31%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	75%	79%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	80	84	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	778	804	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	27	43	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	88%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	25%	28%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	17%	22%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	17%	25%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	32%	—		29%	—		5-41%	—	27%	—

KEY

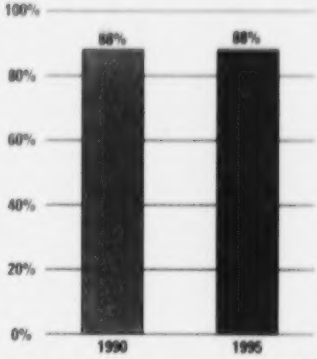
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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[1] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Colorado			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	72	87	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	74%	66%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	93%	93%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	21%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	24%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores

° See Table 8 for the numbers for each subject area

— Data not available. See Appendix A

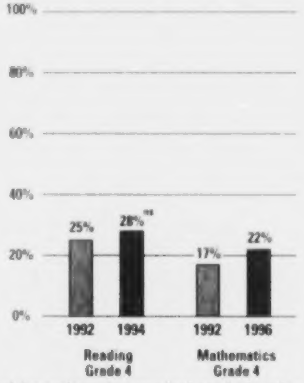
∞ This information had not been released when the 1997 Goals Report went to print

See pages 72-75 for a Guide to Reading the State Pages

See Appendix C for technical notes and sources.

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

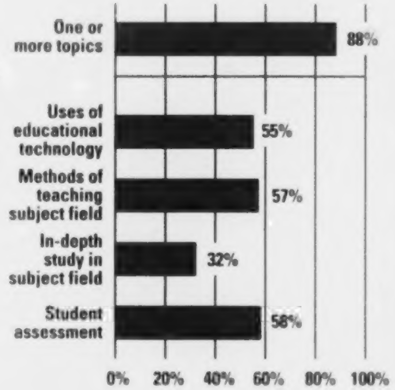


[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development

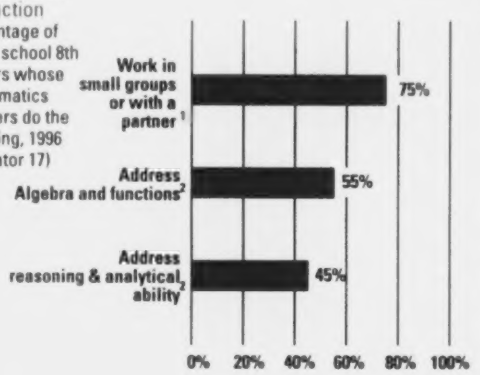
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



COLORADO

	Colorado			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	75%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	55%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	45%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	27%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	48%	51%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	46%	48%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	43%	47%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	76%	77%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	68%	71%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	50%	52%	↔	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
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See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

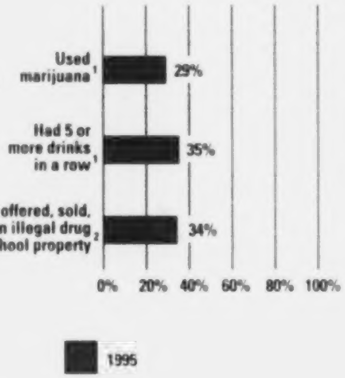
	Colorado			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1995) •	29%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	35%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	34%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	10%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	16%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	12%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	4%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

	Colorado			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	25%	26%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	17%	8%	↑	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	28%	50%	↑	**	**		8-37%	12-50%	16%	22%

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

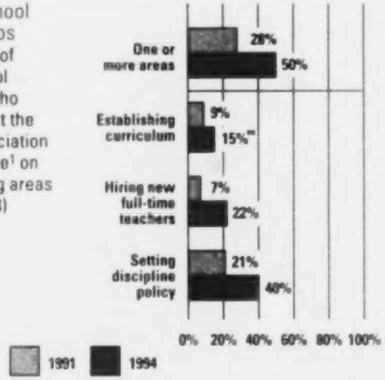


[1] During the past 30 days.

[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

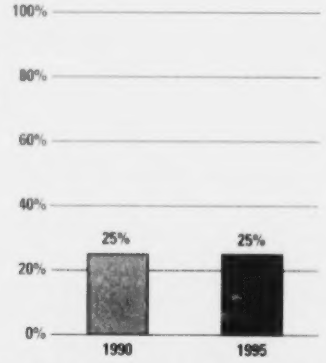
CONNECTICUT

	Connecticut			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	25%	25%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	86%	88%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	66	71	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	849	878	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	41	51	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	90%	96%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994)•	5%	5%	↔	*	*		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	34%	38%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	24%	31%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	22%	31%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	36%	—		29%	—		5-41%	—	27%	—

KEY

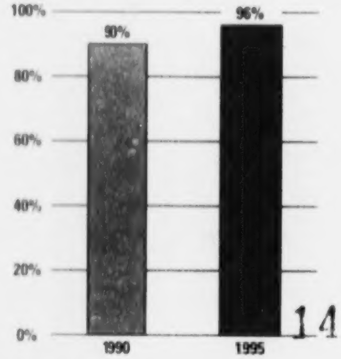
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Connecticut			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	83	132	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	76%	74%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	92%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	17%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	13%	19%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.°°	—	—		—	—		—	—	—	—

KEY

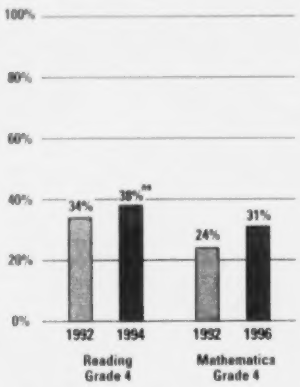
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

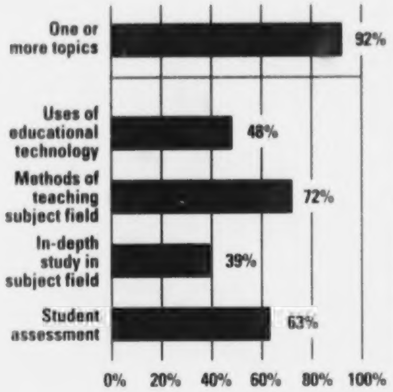


[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

°° This information had not been released when the 1997 Goals Report went to print.

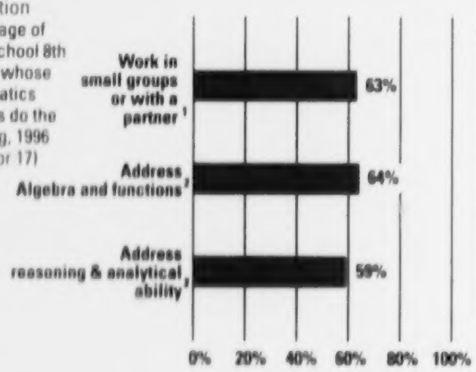
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

CONNECTICUT

	Connecticut			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	63%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	64%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	59%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	20%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	43%	50%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	47%	52%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	37%	47%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	78%	82%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	68%	77%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	59%	59%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 foir a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Connecticut			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	36%	47%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

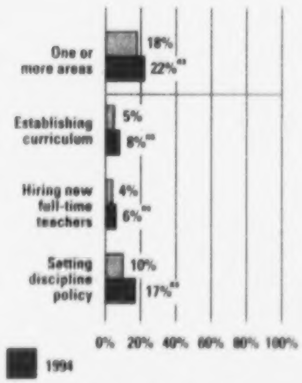
GOAL 8 Parental Participation

	Connecticut			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	19%	21%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	9%	7%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	18%	22%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

DELAWARE

	Delaware			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	40%	39%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	81%	81%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	76	84	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	795	853	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	51	60	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	86%	89%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994)•	4%	5%	↓	•	•		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	24%	23%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	17%	16%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	14%	19%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	21%	—		29%	—		5-41%	—	27%	—

KEY

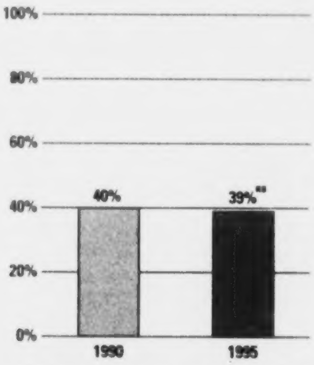
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Children's Health Index

Percentage of infants born with 1 or more health risks[1] (Indicator 1)

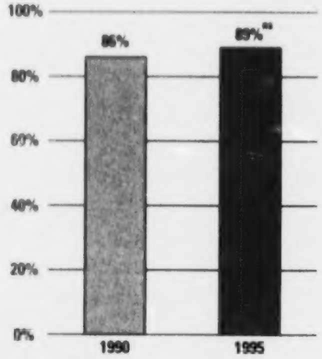


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

ns Interpret with caution. Change was not statistically significant.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

---

† Median is the middle score in a set of ranked scores.

• Comparable national data are not available.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

GOAL 3 Student Achievement and Citizenship (continued)

	Delaware baseline	Delaware update	Delaware progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	73	108	↑	55	85	↑	9-177	18-223	41	65

GOAL 4 Teacher Education and Professional Development

	Delaware baseline	Delaware update	Delaware progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	73%	71%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	94%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	9%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	27%	↑	22%	27%	↑	6-42%	7-48%	20%	23%

GOAL 5 Mathematics and Science

	Delaware baseline	Delaware update	Delaware progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

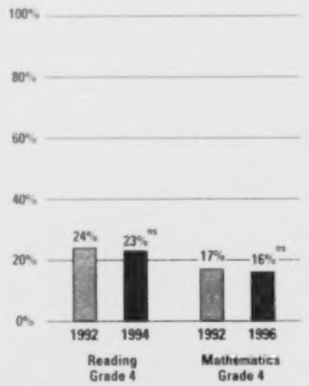
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

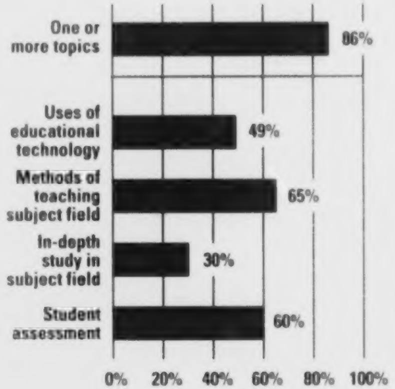
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

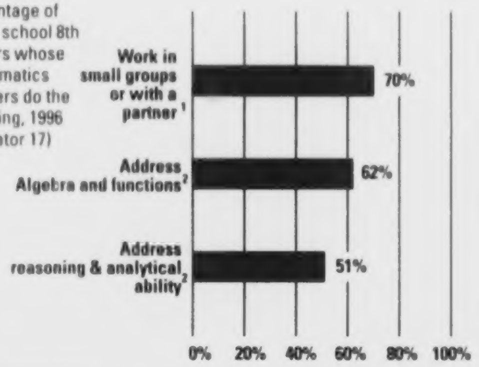
DELAWARE

	Delaware			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	70%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	62%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	51%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	31%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	46%	45%	↓	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	38%	35%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	40%	40%	↔	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	65%	73%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	60%	68%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	57%	65%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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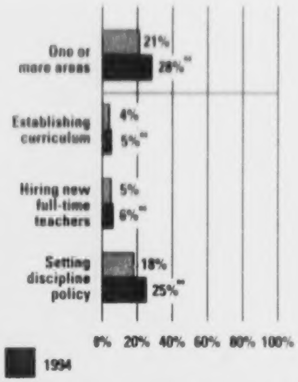
[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Delaware			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	20%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	48%	65%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	29%	27%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	17%	7%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	21%	28%	↔	**	**		8-37%	12-50%	16%	22%

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores
** Indicators are not the same at the national and state level
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

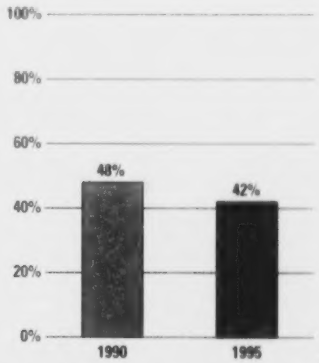
DISTRICT OF COLUMBIA

	District of Columbia			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	48%	42%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	73%	80%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	151	134	↑	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	562	598	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	19	16	↓	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	82%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	12%	10%	↑	*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992)•	10%	—		29%	—		8-38%	—	26%	—
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	5%	5%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	3%	5%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	5%	—		29%	—		5-41%	—	27%	—

KEY

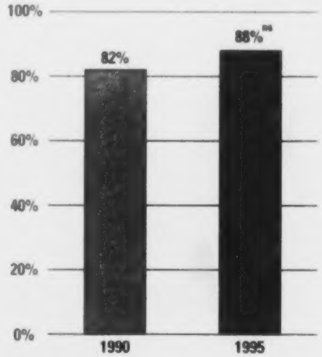
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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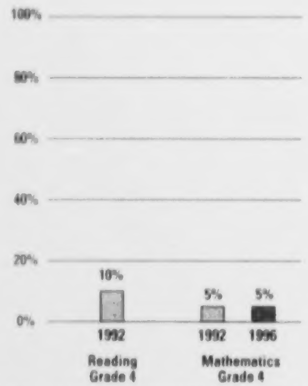
[1] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

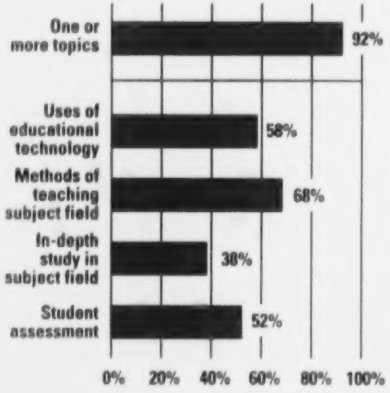
	District of Columbia			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	177	223	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	85%	73%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	95%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	92%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	25%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	37%	39%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics
(Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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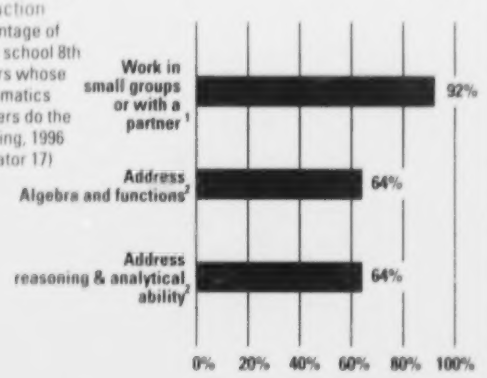
DISTRICT OF COLUMBIA

	District of Columbia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	92%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	64%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	64%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	42%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	49%	53%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	44%	47%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	46%	44%	↓	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	81%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	56%	72%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	33%	71%	☼	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

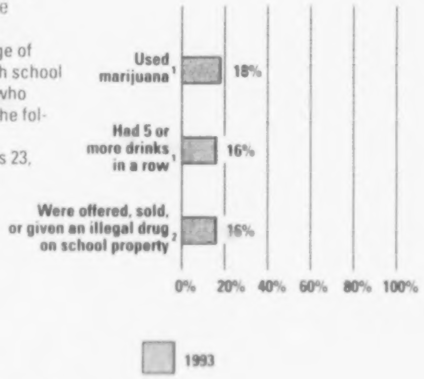
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☼ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	District of Columbia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993) •	18%	—		**	**		7-21%	—	14%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1993) •	16%	—		**	**		9-44%	—	28%	—
25. Reduced availability of drugs on school property? (1993) •	16%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993) •	11%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993) •	18%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993) •	16%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993) •	11%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	26%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	60%	63%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	44%	50%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	14%	24%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	34%	29%	↔	**	**		8-37%	12-50%	16%	22%

KEY

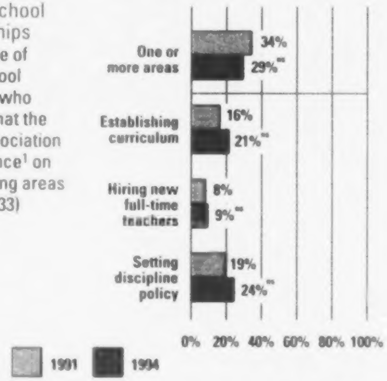
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days
[2] During the past 12 months

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information

See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

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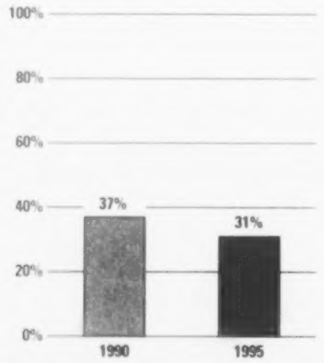
FLORIDA

	Florida			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	37%	31%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	76%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	74	77	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	724	826	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	30	45	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	80%	↓	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	21%	23%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	13%	15%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	12%	17%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	21%	—		29%	—		5-41%	—	27%	—

KEY

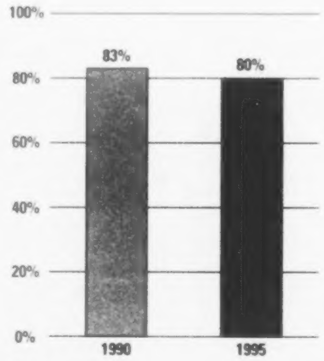
↑	Significant progress
↓	Significant decline
↔	Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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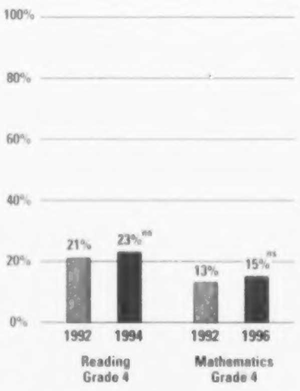
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Florida			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	81	96	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	66%	62%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	94%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	81%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	42%	48%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

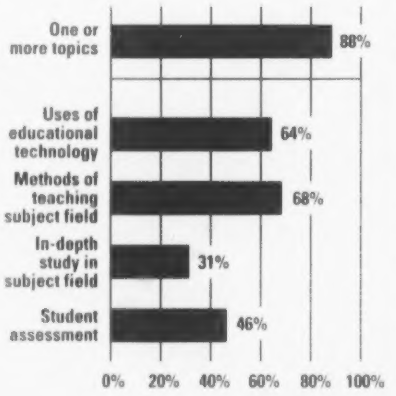
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

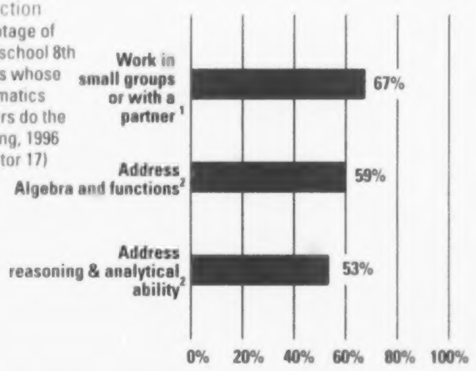
FLORIDA

	Florida			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	67%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	59%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	53%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	45%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	35%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	36%	35%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	32%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	51%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	69%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	59%	62%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	45%	49%	↑	**	**		33-68%	37-71%	53%	55%

KEY

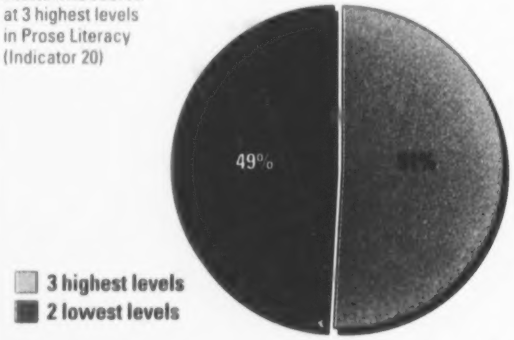
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



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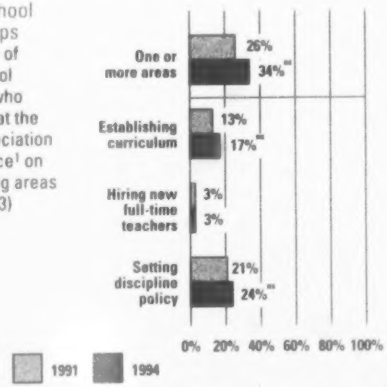
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Florida			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	21%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	46%	58%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	33%	33%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	18%	22%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	26%	34%	↔	**	**		8-37%	12-50%	16%	22%

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

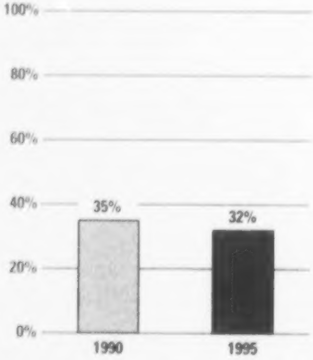
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GEORGIA

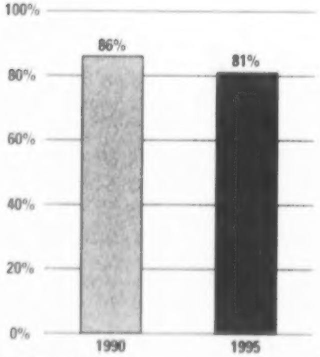
	Georgia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	35%	32%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	79%	83%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	87	88	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	731	842	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	24	40	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	86%	81%	↓	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	9%	—		•	•		3-10%	—	5%	—
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	25%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	15%	13%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	14%	16%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	21%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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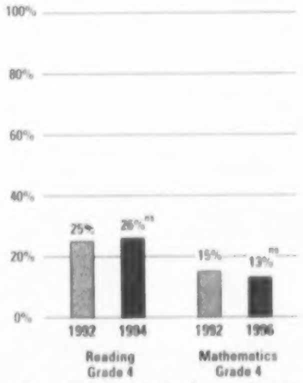
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Georgia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	49	76	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	67%	68%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	94%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	82%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	17%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	27%	31%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.*	—	—		—	—		—	—	—	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

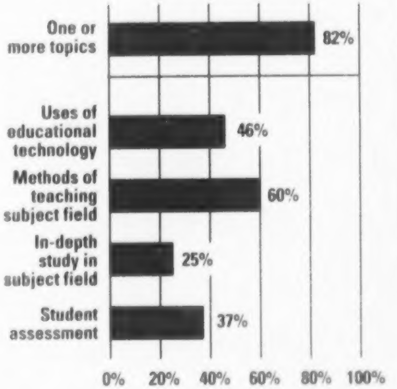
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics
(Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
* This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GEORGIA

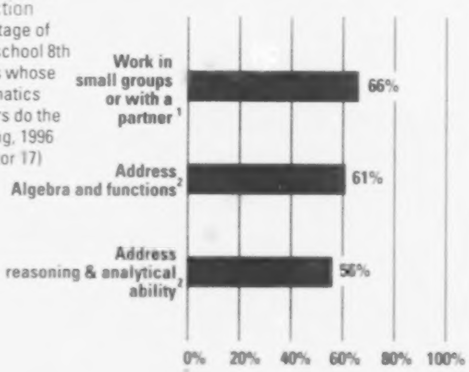
GOAL 5 Mathematics and Science (continued)

	Georgia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	66%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	61%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	56%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	41%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	38%	40%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	44%	43%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	33%	35%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Georgia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	62%	63%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	50%	55%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	59%	↑	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

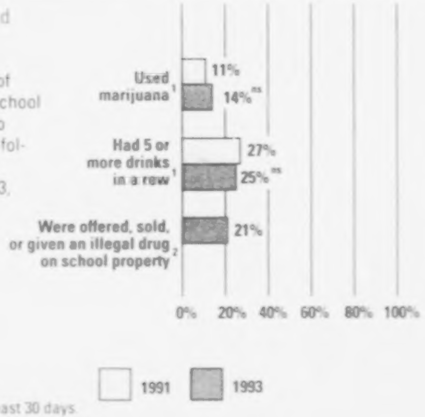
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Georgia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1993)•	11%	14%	↔	**	**		4-18%	7-21%	10%	14%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1993)•	27%	25%	↔	**	**		17-43%	9-44%	30%	28%
25. Reduced availability of drugs on school property? (1993)•	21%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon on school property? (1993)•	9%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)•	16%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)•	15%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)•	7%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	37%	46%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	30%	33%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	16%	16%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	14%	↔	**	**		8-37%	12-50%	16%	22%

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



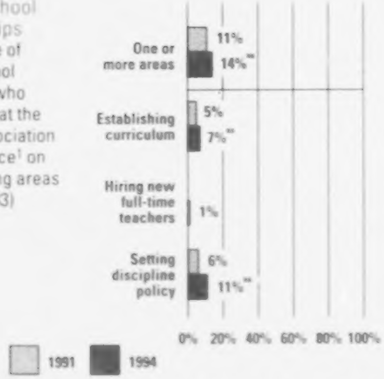
[1] During the past 30 days.

[2] During the past 12 months.

nsInterpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

nsInterpret with caution. Change was not statistically significant.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

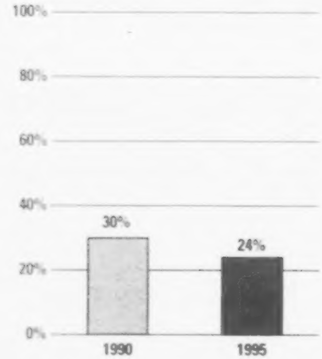
HAWAII

	Hawaii			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	30%	24%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	86%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	70	↑	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	735	837	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	16	23	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	93%	93%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	5%	—		*	*		3-10%	—	5%	—
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	17%	19%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	15%	16%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	12%	16%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	15%	—		29%	—		5-41%	—	27%	—

KEY

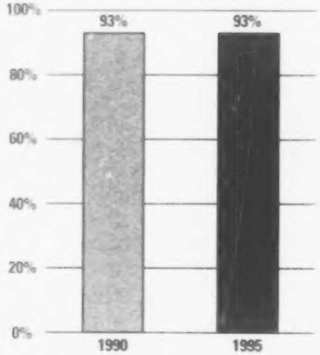
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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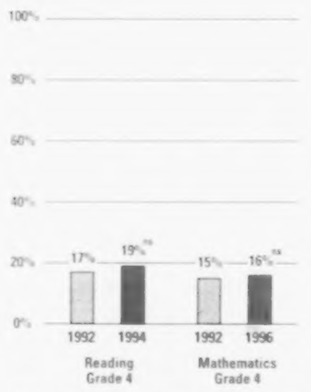
	Hawaii			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	87	90	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	67%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	93%	89%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	41%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	34%	33%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

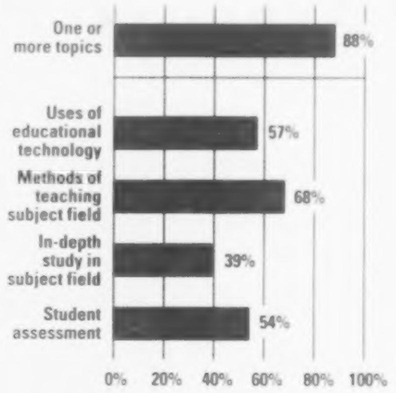
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
** This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

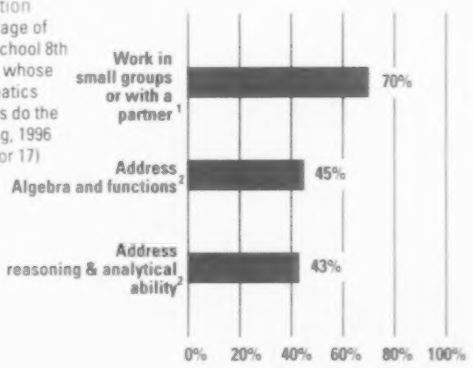
HAWAII

	Hawaii			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	70%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	45%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	43%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	36%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	40%	↔	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	47%	44%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	37%	29%	↓	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	66%	65%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	59%	59%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	62%	✳	**	**		33-68%	37-71%	53%	55%

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

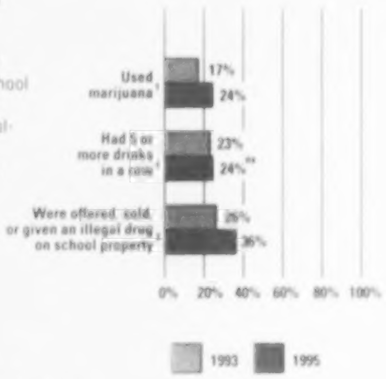
	Hawaii			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1993, 1995)•	17%	24%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	23%	24%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	26%	36%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	7%	5%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	14%	13%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	8%	8%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	7%	5%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	11%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	49%	62%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	31%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	18%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	37%	33%	↔	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

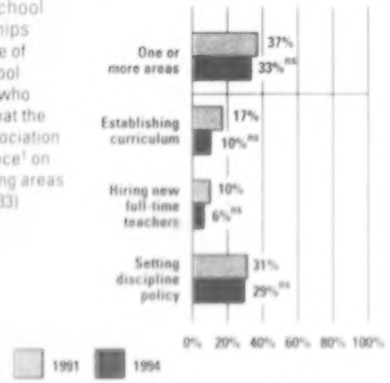
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
[ns] Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

IDAHO

	Idaho			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	35%	31%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	64%	68%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	57	59	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	742	799	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	56	56	↔	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	85%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992) •	28%	—		29%	—		8-38%	—	26%	—
9. Increased mathematics achievement •										
• in Grade 4? (1992)	16%	—		18%	—		5-27%	—	16%	—
• in Grade 8? (1990, 1992)	18%	22%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

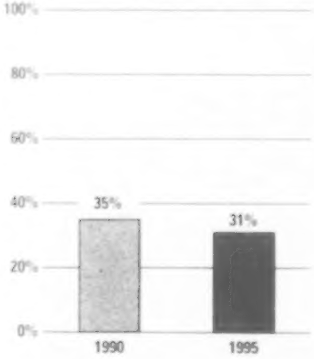
KEY

↑ Significant progress

↓ Significant decline

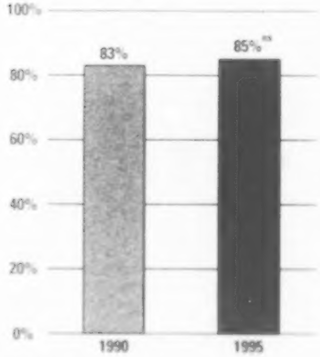
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[ns] Interpret with caution. Change was not statistically significant.

[†] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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	Idaho baseline	Idaho update	Idaho progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores[†] baseline	Median Scores[†] update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	28	39	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	56%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	84%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	26%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	19%	27%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

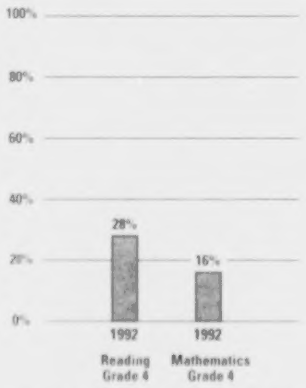
KEY

↑ Significant progress

↓ Significant decline

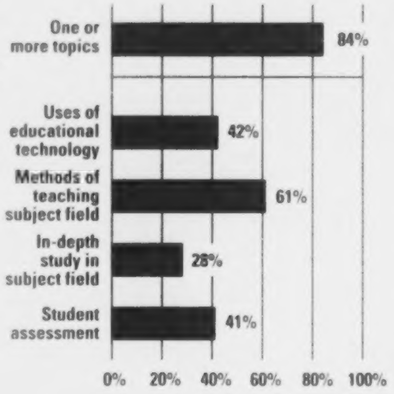
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



[†] Median is the middle score in a set of ranked scores.

[°] See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[**] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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IDAHO

	Idaho			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	43%	39%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	31%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	72%	74%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	66%	69%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	49%	48%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Idaho			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1993)*	10%	13%	↔	**	**		4-18%	7-21%	10%	14%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1993)*	30%	31%	↔	**	**		17-43%	9-44%	30%	28%
25. Reduced availability of drugs on school property? (1993)*	24%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993)*	8%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)*	17%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)*	14%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)*	5%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	11%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	32%	46%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	16%	19%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	7%	9%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	21%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

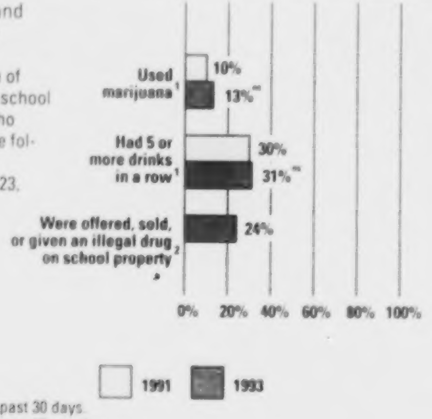
* Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



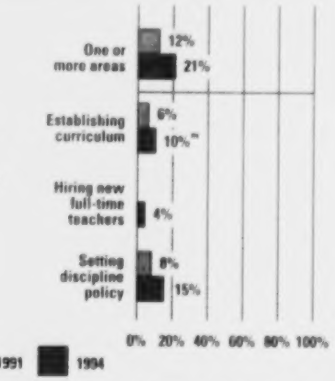
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

ILLINOIS

	Illinois			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	35%	33%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	68%	76%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	76	79	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	778	808	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	53	45	↓	•	•		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	85%	89%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

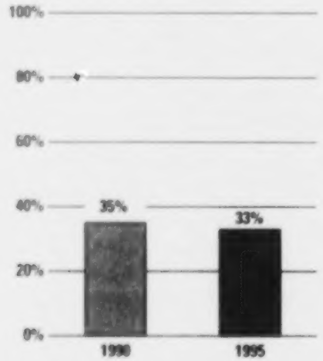
KEY

↑ Significant progress

↓ Significant decline

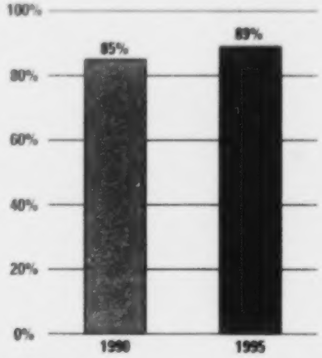
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

† Median is the middle score in a set of ranked scores.
• Comparable national data are not available
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

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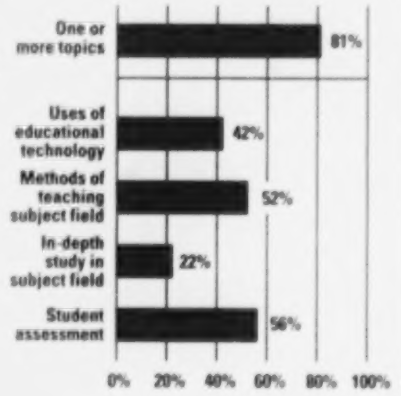
	Illinois			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	61	92	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	81%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	19%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	18%	20%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant


Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)

[†] Median is the middle score in a set of ranked scores.
[°] See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
[**] This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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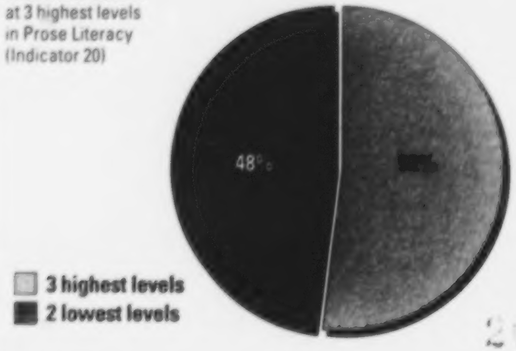
ILLINOIS

	Illinois			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	39%	39%	↔	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	36%	36%	↔	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	35%	34%	↓	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	52%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	73%	77%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	64%	69%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	63%	64%	↑	**	**		33-68%	37-71%	53%	55%

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
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See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Illinois			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1993, 1995) •	14%	25%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995) •	28%	30%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	19%	31%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	8%	9%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	18%	16%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	10%	9%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	7%	6%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	12%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

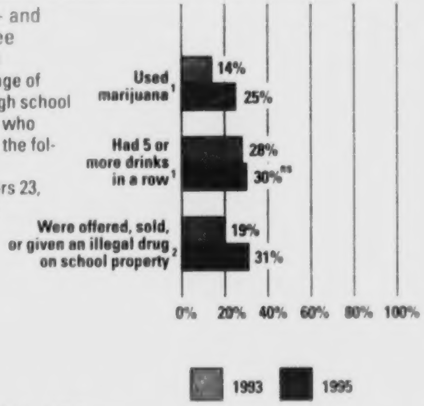
GOAL 8 Parental Participation

	Illinois			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	27%	25%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	15%	14%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	18%	22%	↔	**	**		8-37%	12-50%	16%	22%

KEY

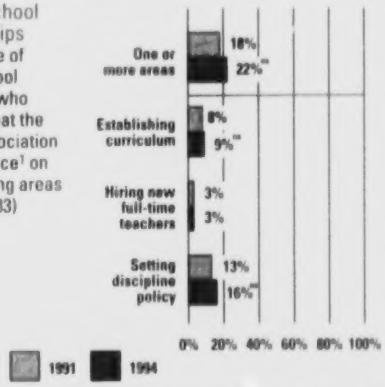
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores
** Indicators are not the same at the national and state level
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

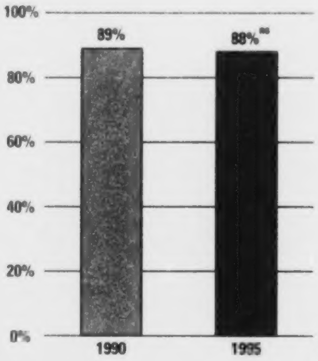
INDIANA

	Indiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	73%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	66	75	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	779	809	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	30	49	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	89%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	30%	33%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	16%	24%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	17%	24%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	30%	—		29%	—		5-41%	—	27%	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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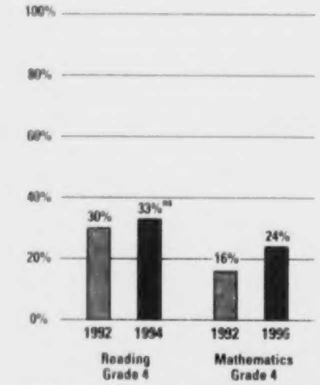
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Indiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	20	40	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	73%	70%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	80%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	6%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	14%	22%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

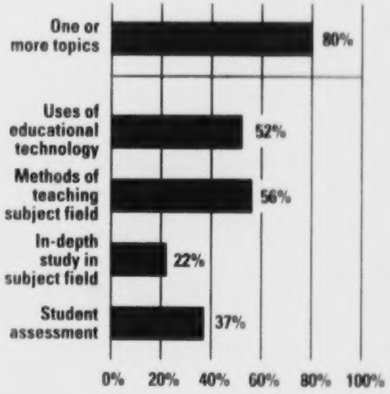
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

INDIANA

GOAL 5 Mathematics and Science (continued)

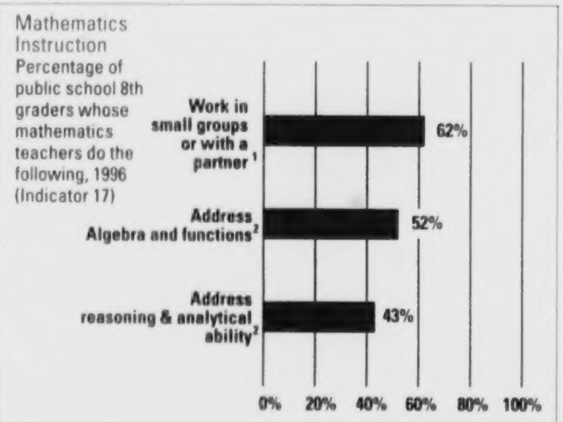
	Indiana baseline	Indiana update	Indiana progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores[†] baseline	Median Scores[†] update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	62%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	52%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	43%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	23%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	42%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	39%	40%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	34%	37%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

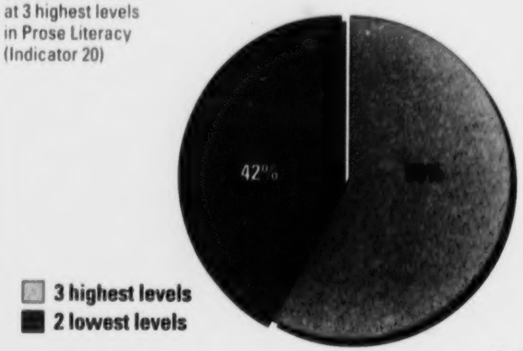
	Indiana baseline	Indiana update	Indiana progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores[†] baseline	Median Scores[†] update
20. Increased adult literacy? (1992)	58%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	68%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	61%	63%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	55%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant


Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)

[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.


Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)

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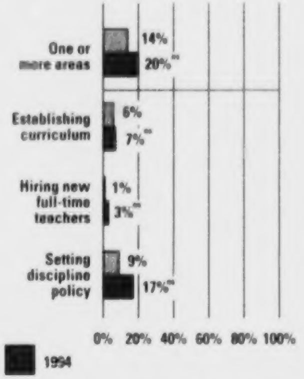
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Indiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	16%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	38%	45%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	27%	25%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	19%	9%	↑	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	14%	20%	↔	**	**		8-37%	12-50%	16%	22%

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

IOWA

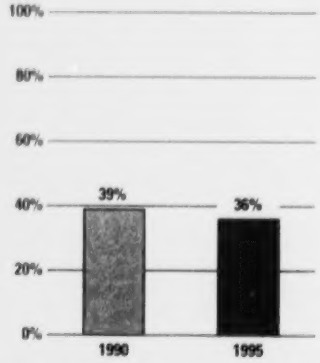
	Iowa			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	39%	36%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	81%	82%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	54	60	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	848	871	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	45	51	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	95%	92%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	3%	—		*	*		3-10%	—	5%	—
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	36%	35%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	26%	22%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	25%	31%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	36%	—		29%	—		5-41% •	—	27%	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index

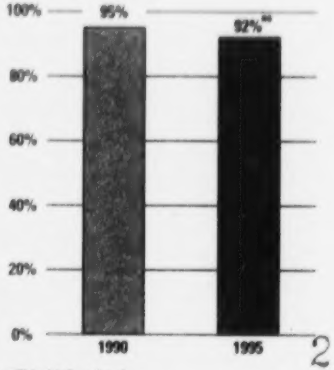
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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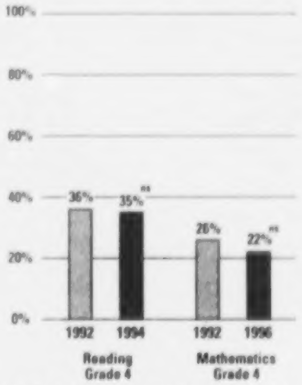
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Iowa			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	19	34	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	71%	70%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	15%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	11%	13%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

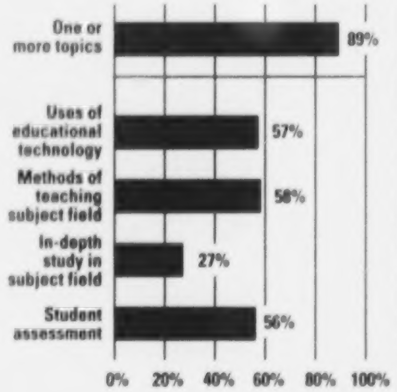
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.
[°] See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
[**] This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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IOWA

GOAL 5 Mathematics and Science (continued)

	Iowa			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups or with a partner? (1996)	60%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	55%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	44%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	32%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	33%	37%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	32%	37%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	28%	32%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

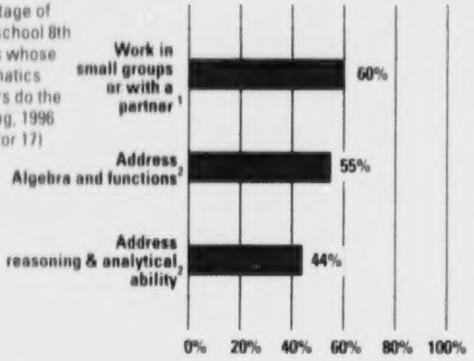
GOAL 6 Adult Literacy and Lifelong Learning

	Iowa			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	61%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	73%	79%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	64%	72%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	64%	64%	✳	**	**		33-68%	37-71%	53%	55%

KEY

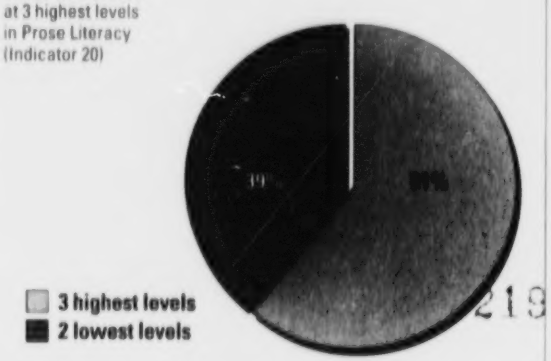
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



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[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

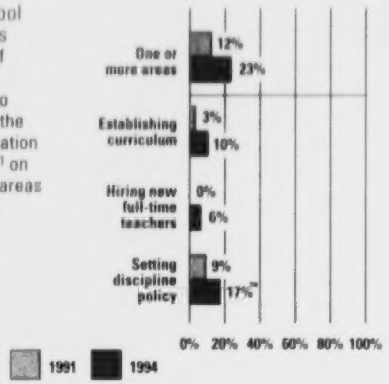
	Iowa			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	11%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	31%	48%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	15%	18%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	8%	7%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	23%	↑	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

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See Appendix C for technical notes and sources.

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KANSAS

	Kansas			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	32%	31%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	82%	76%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	62	64	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	807	857	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	33	54	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	93%	92%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994)•	5%	5%	↔	*	*		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

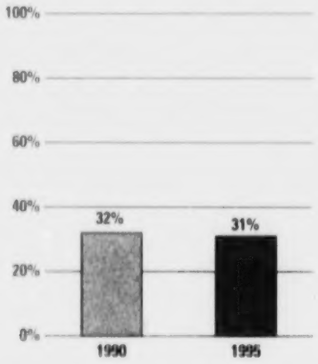
KEY

↑ Significant progress

↓ Significant decline

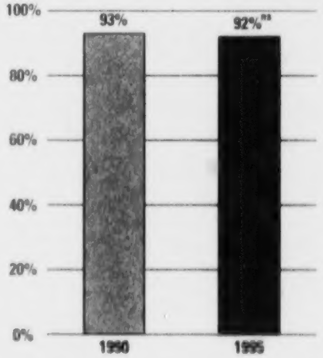
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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[1] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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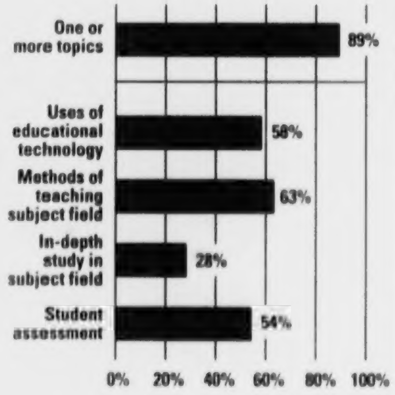
	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	22	29	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. **Increased** the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	60%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. **Increased** the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. **Increased** the percentage of public school teachers with training to teach limited English-proficient students? (1994)	16%	—		16%	—		4-81%	—	16%	—
15. **Increased** the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	17%	19%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. **International** comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
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KANSAS

GOAL 5 Mathematics and Science (continued)

	Kansas			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	36%	39%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	35%	36%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	32%	32%	↔	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Kansas			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	78%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	62%	73%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	58%	57%	✳	**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

226

227

[†] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

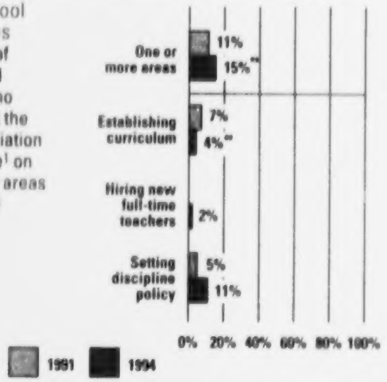
	Kansas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	12%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	35%	42%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	17%	18%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	8%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	15%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores

** Indicators are not the same at the national and state level

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information

See pages 72-75 for a Guide to Reading the State Pages

See Appendix C for technical notes and sources.

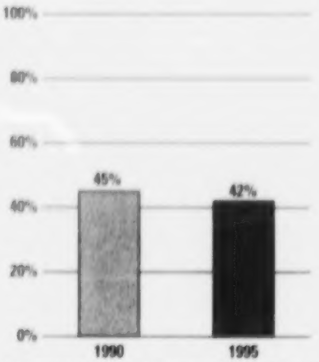
KENTUCKY

	Kentucky			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	45%	42%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	80%	79%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	76	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	777	843	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	68	92	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	82%	82%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	23%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	13%	16%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	10%	16%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	23%	—		29%	—		5-41%	—	27%	—

KEY

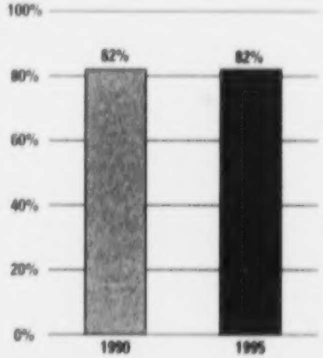
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential

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† Median is the middle score in a set of ranked scores
* Comparable national data are not available
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information

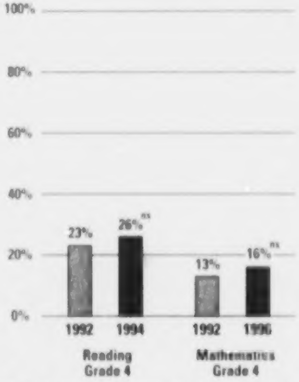
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Kentucky			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[a]	29	46	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. **Increased** the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	65%	53%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	95%	94%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	98%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	7%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	24%	34%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. **International** comparisons in mathematics and science will be reported in future Goals Panel reports.[∞]	—	—		—	—		—	—	—	—

KEY

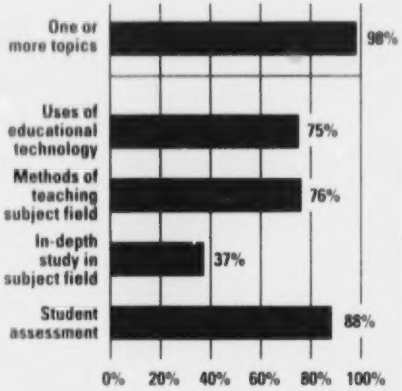
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
[a] See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
[∞] This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

KENTUCKY

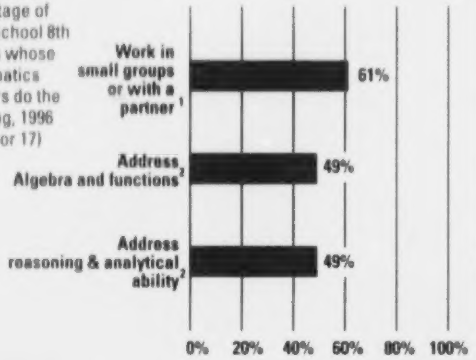
	Kentucky			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	61%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	49%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	49%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	37%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	36%	41%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	33%	33%	↔	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	31%	36%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	63%	65%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	50%	58%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	50%	49%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
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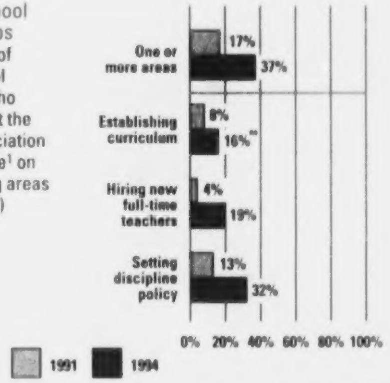
See Appendix C for technical notes and sources.

	Kentucky			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	39%	48%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	35%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	15%	18%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	17%	37%	↑	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
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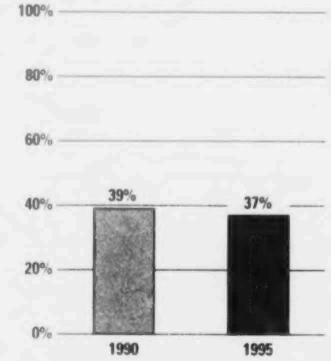
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

LOUISIANA

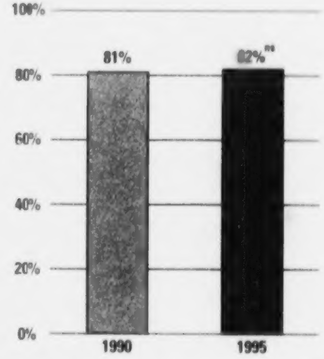
	Louisiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	39%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	80%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	92	97	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	745	807	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	32	47	↑	•	•		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	81%	82%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994)◆	5%	—		•	•		3-10%	—	5%	—
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)◆	15%	15%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement◆										
• in Grade 4? (1992, 1996)	8%	8%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	5%	7%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	13%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those stil in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
◆ Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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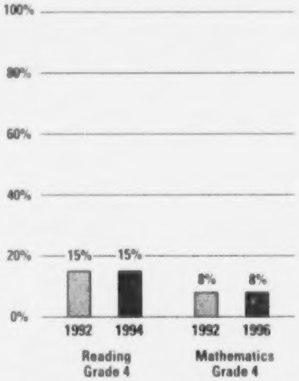
See Appendix C for technical notes and sources.

	Louisiana			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	18	24	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	51%	50%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	91%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	83%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	17%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	23%	24%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.~~	—	—		—	—		—	—	—	—

Student Achievement

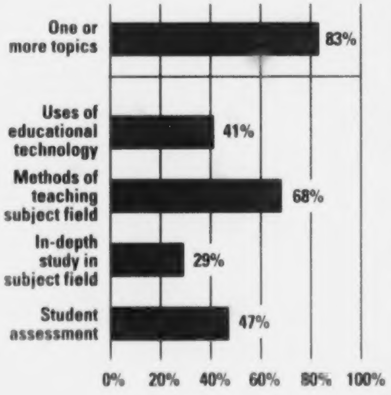
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

~~ This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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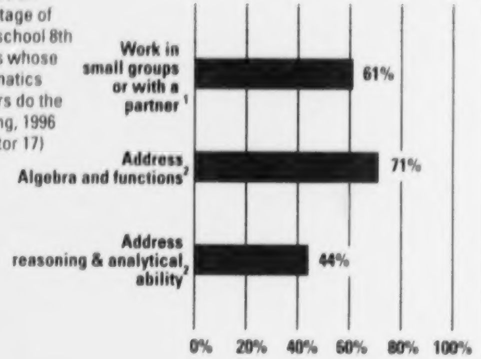
LOUISIANA

	Louisiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	61%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	71%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	44%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	21%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	37%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	41%	43%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	34%	38%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	46%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	76%	79%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	66%	70%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	55%	53%	✳	••	••		33-68%	37-71%	53%	55%

KEY

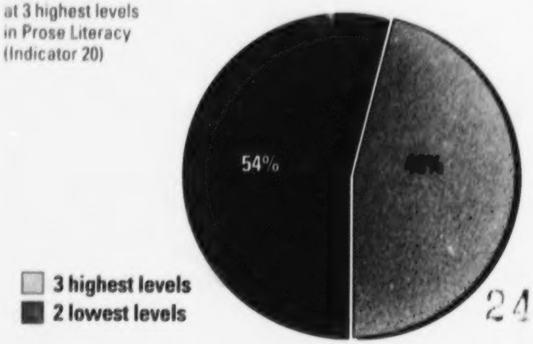
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
•• Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

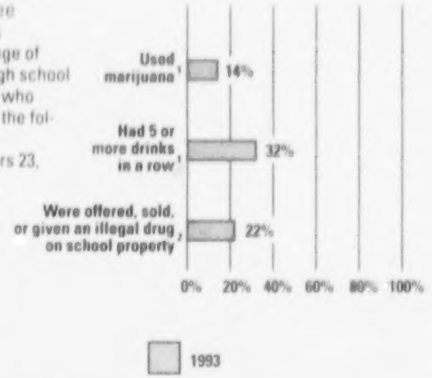
	Louisiana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993)•	14%	—		**	**		7-21%	—	14%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1993)•	32%	—		**	**		9-44%	—	28%	—
25. Reduced availability of drugs on school property? (1993)•	22%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993)•	10%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)•	16%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)•	12%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)•	7%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	20%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	44%	47%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	38%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	22%	24%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	12%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

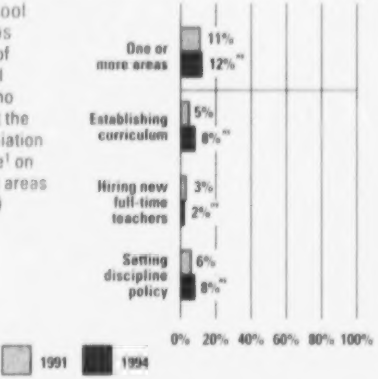


[1] During the past 30 days

[2] During the past 12 months

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores

** Indicators are not the same at the national and state level

— Data not available. See Appendix A

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

MAINE

	Maine			U.S.			Range of State Scores		Median Scores¹	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	35%	35%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	82%	87%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	51	61	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	850	891	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	54	72	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	91%	92%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	3%	—		*	*		3-10%	—	5%	—
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	36%	41%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	27%	27%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	25%	31%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	41%	—		29%	—		5-41%	—	27%	—

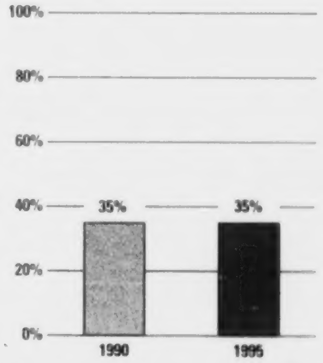
KEY

↑ Significant progress

↓ Significant decline

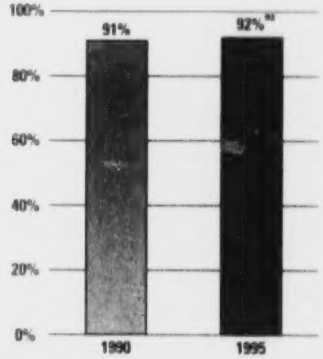
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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¹ Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

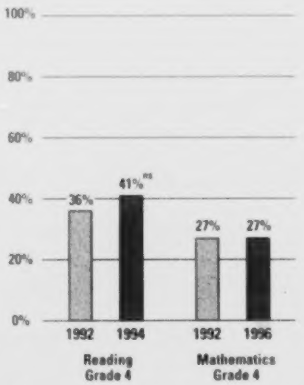
See Appendix C for technical notes and sources.

	Maine			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	38	79	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	95%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	80%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	10%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	16%	21%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

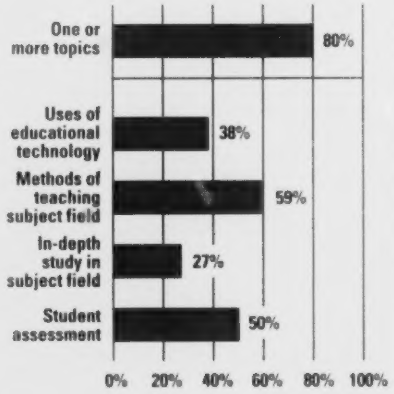
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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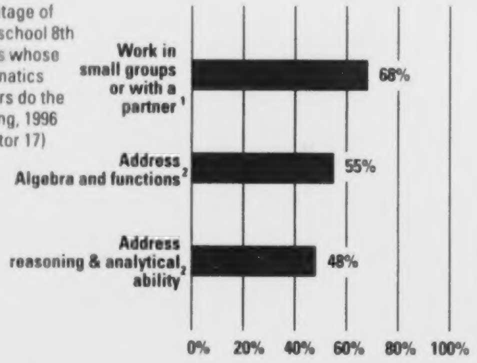
MAINE

	Maine baseline	Maine update	Maine progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	68%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	55%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	48%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	34%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	49%	50%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	64%	50%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	45%	45%	↔	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	82%	86%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	67%	75%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	48%	50%	☀	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

☀ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

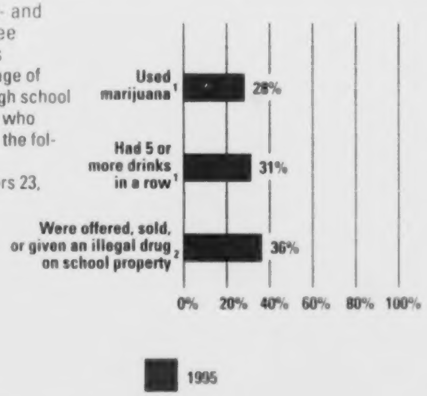
	Maine			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1995) •	28%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	31%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	36%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	7%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	14%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	10%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	3%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	9%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	23%	40%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	21%	17%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	5%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	15%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

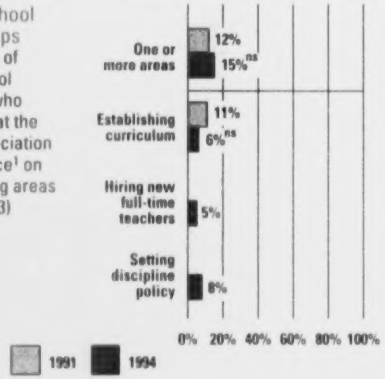
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

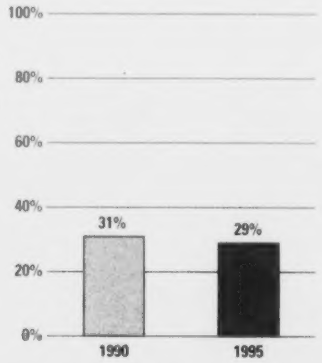
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

MARYLAND

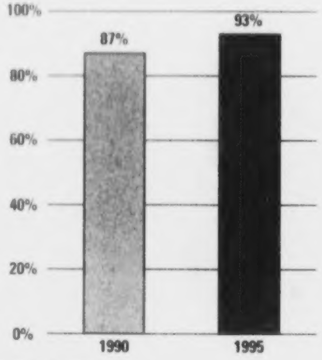
	Maryland			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	31%	29%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	79%	80%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	78	85	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	835	879	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	34	41	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	93%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	24%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	18%	22%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	17%	24%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	25%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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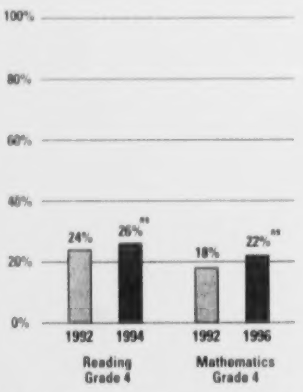
[1] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Maryland			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	90	131	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	70%	72%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	95%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	84%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	16%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	32%	28%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports~	—	—		—	—		—	—	—	—

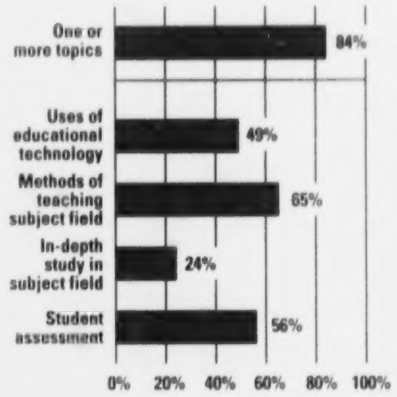
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
~ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
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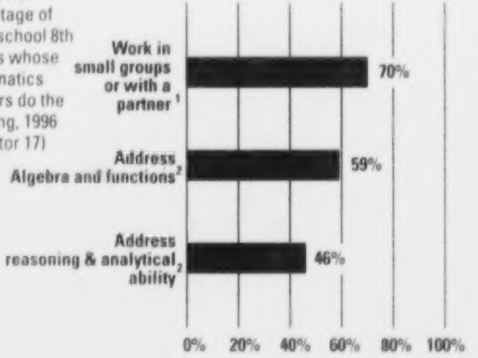
MARYLAND

	Maryland			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	70%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	59%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	46%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	13%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	43%	46%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	40%	43%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	38%	40%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	67%	76%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	57%	70%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	55%	55%	☀	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☀ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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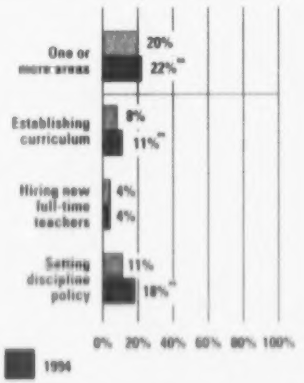
	Maryland			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	23%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	47%	62%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	28%	29%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	11%	14%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	20%	22%	↔	**	**		8-37%	12-50%	16%	22%



Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)

[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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MASSACHUSETTS

	Massachusetts			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	42%	31%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	82%	87%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	59	63	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	843	893	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	50	55	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	90%	92%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	3%	4%	↓	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	36%	36%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	23%	24%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	23%	28%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	37%	—		29%	—		5-41%	—	27%	—

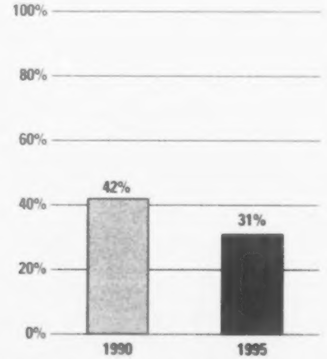
KEY

↑ Significant progress

↓ Significant decline

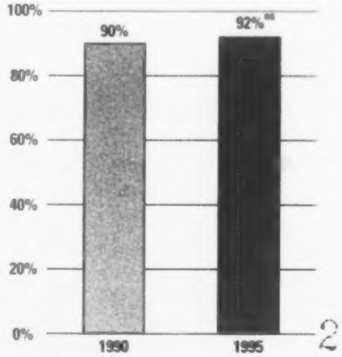
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

262

263

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

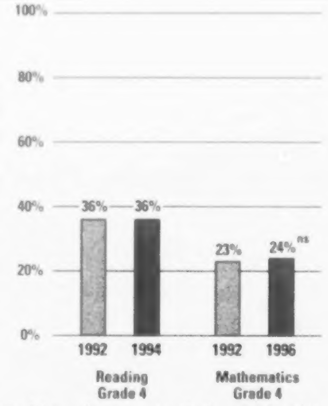
BEST COPY AVAILABLE

	Massachusetts			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	82	136	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	94%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	82%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	18%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	14%	13%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

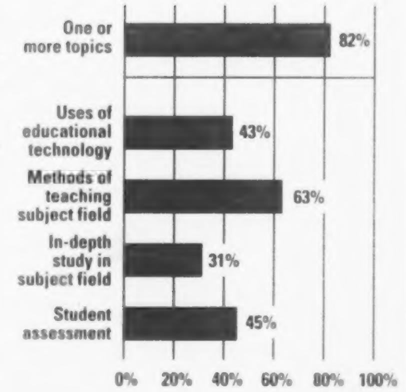
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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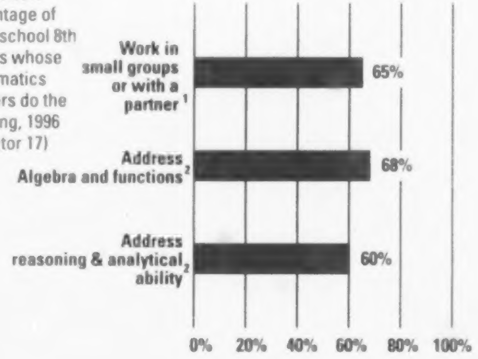
† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

MASSACHUSETTS

	Massachusetts			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	65%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	68%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	60%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	23%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	46%	49%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	51%	54%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	43%	44%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	74%	77%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	67%	70%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	60%	65%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

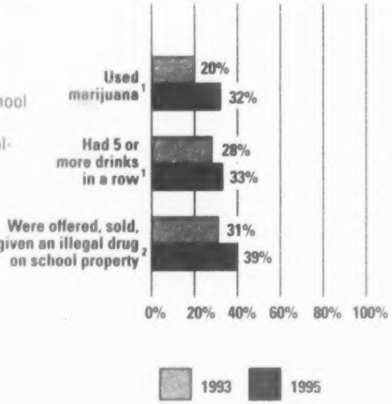
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Massachusetts			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1993, 1995) •	20%	32%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995) •	28%	33%	↓	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	31%	39%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	9%	8%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	15%	15%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	10%	9%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	5%	6%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	49%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	18%	22%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	9%	5%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	17%	31%	↑	**	**		8-37%	12-50%	16%	22%

KEY

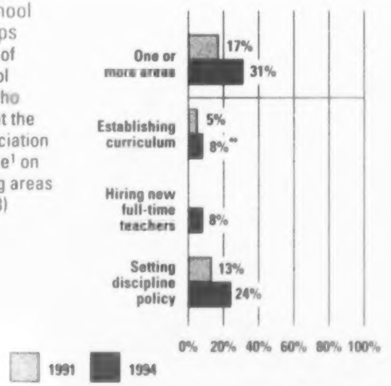
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

MICHIGAN

	Michigan baseline	Michigan update	Michigan progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	61%	76%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	76	77	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	794	836	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	34	42	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	86%	89%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992) •	26%	—		29%	—		8-38%	—	26%	—
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	18%	23%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	16%	28%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	32%	—		29%	—		5-41%	—	27%	—

KEY

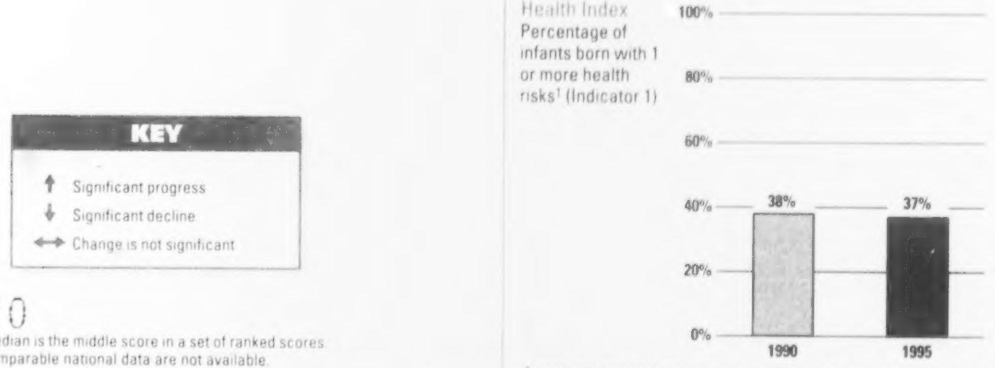
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Children's Health Index

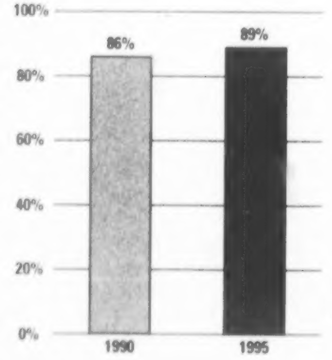
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

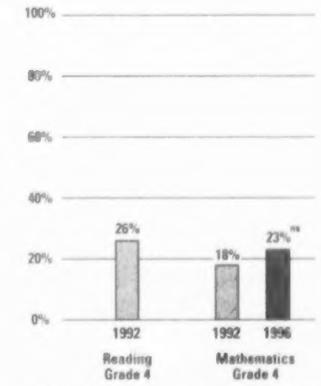
See Appendix C for technical notes and sources.

	Michigan			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	42	67	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	70%	67%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	82%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	14%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	23%	27%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.°°	—	—		—	—		—	—	—	—

KEY

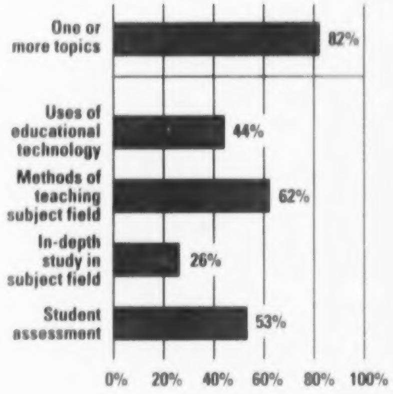
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
°° This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

MICHIGAN

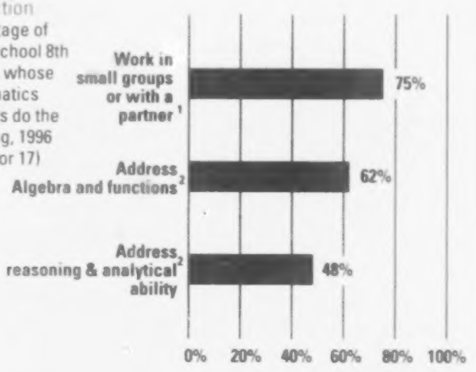
	Michigan baseline	Michigan update	Michigan progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	75%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	62%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	48%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	27%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	42%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	39%	37%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	35%	35%	↔	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	74%	77%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	61%	68%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	59%	60%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4 point scale from "none" to "a lot," defined as a response to the top point.

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

✳ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

	Michigan			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1393, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	38%	46%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	25%	26%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	13%	9%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	21%	16%	↔	**	**		8-37%	12-50%	16%	22%

KEY

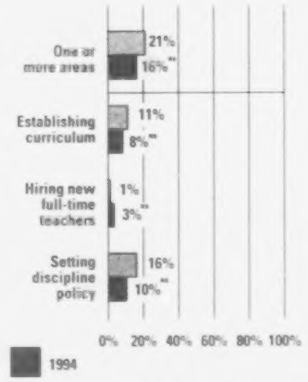
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

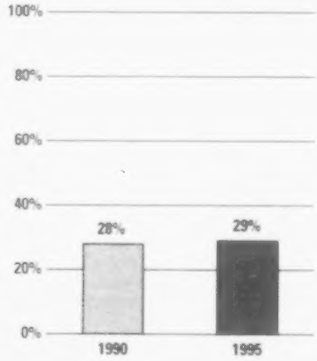
See Appendix C for technical notes and sources.

MINNESOTA

	Minnesota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	28%	29%	↓	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	81%	85%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	51	59	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	812	836	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	42	53	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	92%	95%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1994) •	5%	—		*	*		3-10%	—	5%	—
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	31%	33%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	26%	29%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	23%	34%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	37%	—		29%	—		5-41%	—	27%	—

Children's Health Index

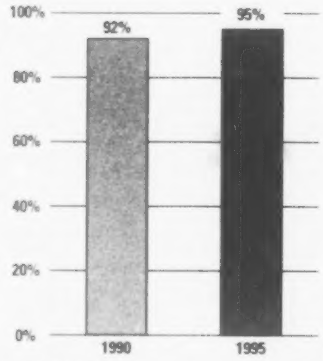
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

---

† Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

	Minnesota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	22	46	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	80%	81%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	100%	98%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	85%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	10%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	14%	18%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.–	—	—		—	—		—	—	—	—

KEY

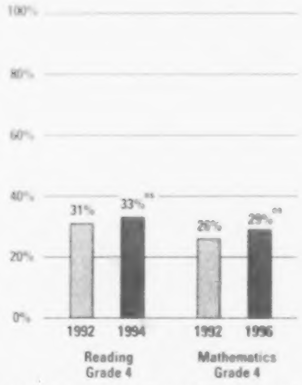
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

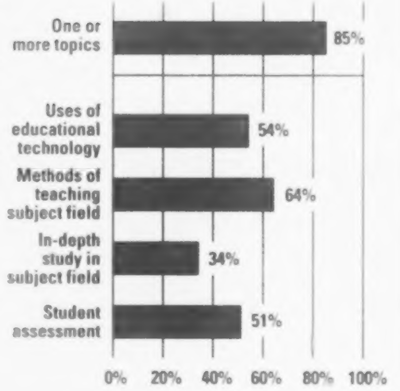


[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

– This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

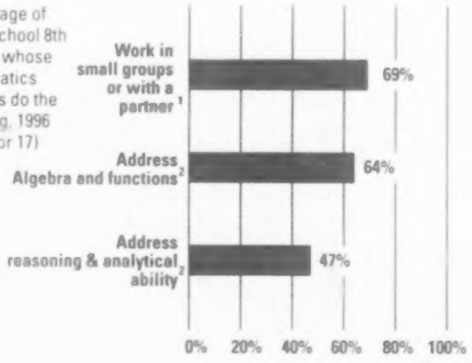
See Appendix C for technical notes and sources.

MINNESOTA

	Minnesota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	69%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	64%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	47%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	28%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	37%	41%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	39%	41%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	33%	35%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	79%	88%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	71%	76%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	53%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

---

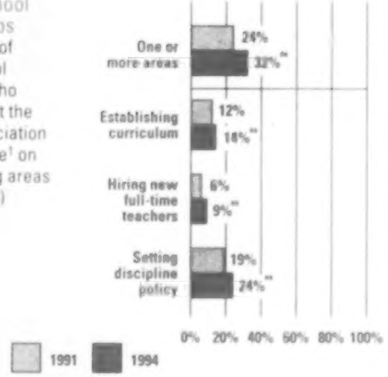
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Minnesota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	32%	52%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	13%	14%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	7%	6%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	24%	32%	↔	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

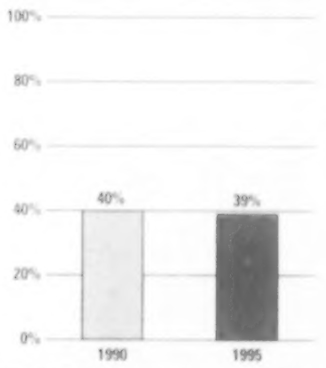
MISSISSIPPI

	Mississippi			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	40%	39%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	83%	81%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	96	98	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	745	772	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	46	53	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	84%	84%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	5%	6%	↓	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	14%	18%	↑	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	6%	8%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	6%	7%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	12%	—		29%	—		5-41%	—	27%	—

KEY

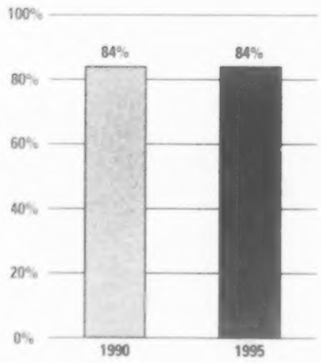
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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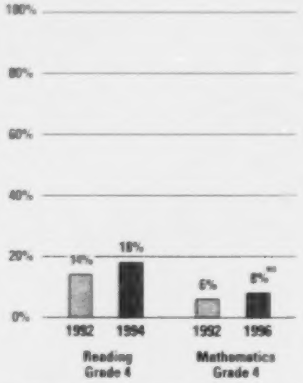
	Mississippi			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	17	26	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	67%	61%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	18%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	20%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

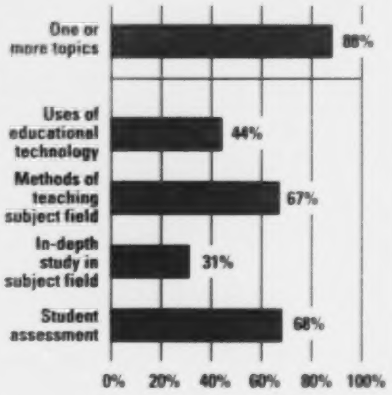
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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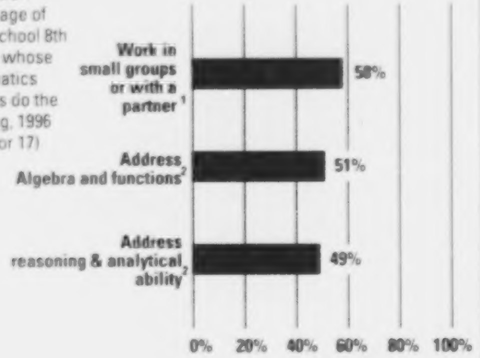
MISSISSIPPI

	Mississippi			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	58%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	51%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	49%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	22%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	33%	40%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	36%	40%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	30%	37%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	78%	80%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	63%	67%	↔	61%	65%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	61%	69%	↑	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Mississippi			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993, 1995)•	9%	16%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	27%	30%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	16%	20%	↔	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	8%	8%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	17%	16%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	14%	8%	↑	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	6%	5%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	30%	47%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	31%	40%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	21%	24%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	24%	25%	↔	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

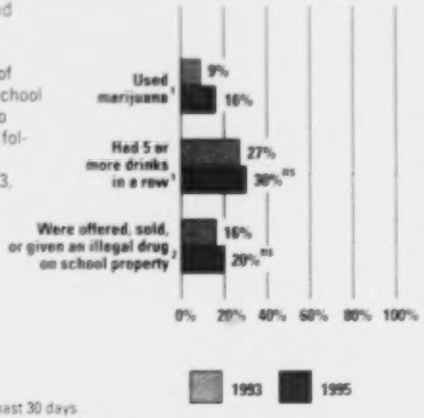
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



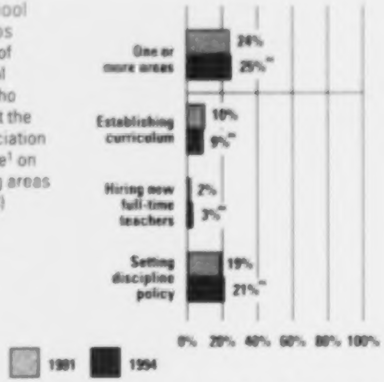
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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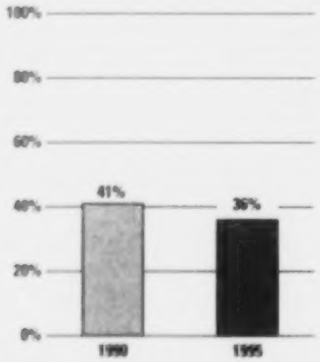
MISSOURI

	Missouri			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	41%	36%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	64%	75%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	76	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	785	852	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	18	36	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	88%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	6%	7%	↓	•	•		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	30%	31%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	19%	20%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	20%	22%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	28%	—		29%	—		5-41%	—	27%	—

KEY

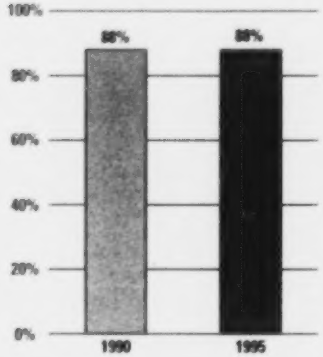
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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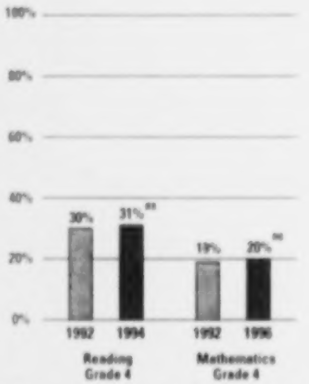
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

BEST COPY AVAILABLE

	Missouri			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[*]	24	36	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	72%	65%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	81%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	9%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	18%	27%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

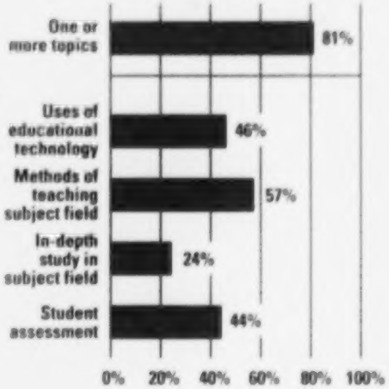
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

[ns] Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

[†] Median is the middle score in a set of ranked scores.

[*] See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[**] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

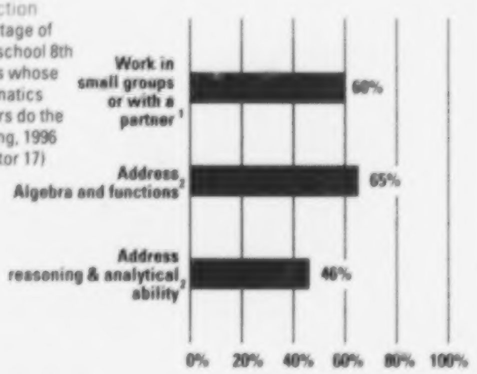
See Appendix C for technical notes and sources.

MISSOURI

	Missouri			U.S.			Range of State Scores		Median Scores[1]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	60%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	65%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	46%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	27%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	35%	38%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	32%	33%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	30%	35%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	76%	75%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	66%	67%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	49%	51%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

---

[1] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Missouri			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1995) •	22%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	40%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	26%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	8%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	15%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	13%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	4%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	41%	53%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	22%	27%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	15%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	10%	17%	↔	**	**		8-37%	12-50%	16%	22%

KEY

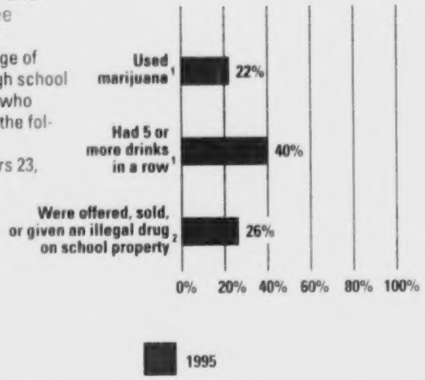
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

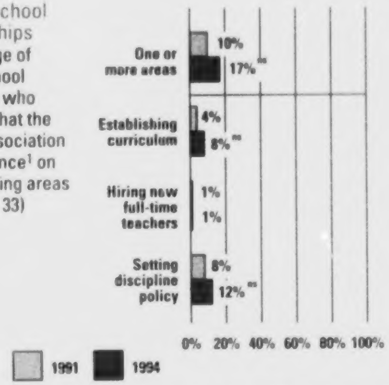


[1] During the past 30 days.

[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

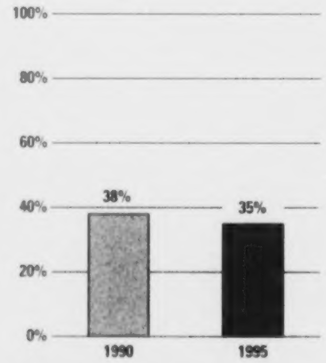
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

MONTANA

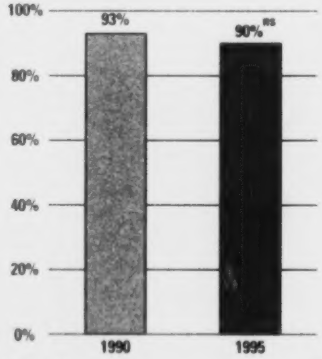
	Montana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	35%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	75%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	62	58	↑	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	763	815	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	46	48	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	93%	90%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1994)•	35%	—		30%	—		8-41%	—	27%	—
9. Increased mathematics achievement•										
• in Grade 4? (1996)	22%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1990, 1996)	27%	32%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	41%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

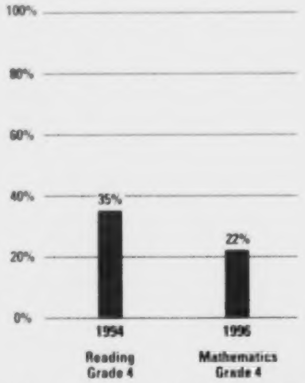
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Montana baseline	Montana update	Montana progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	26	42	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	64%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	19%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	10%	9%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[*]	—	—		—	—		—	—	—	—

KEY

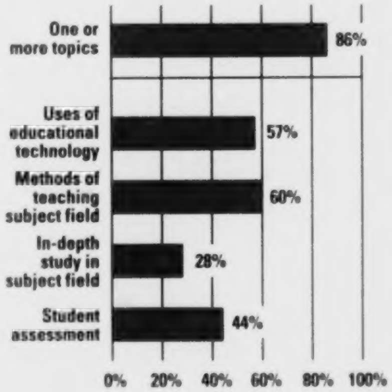
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
[*] This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

MONTANA

	Montana			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	72%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	67%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	51%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	39%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	38%	44%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	39%	43%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	35%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	76%	78%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	69%	72%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	54%	☀	**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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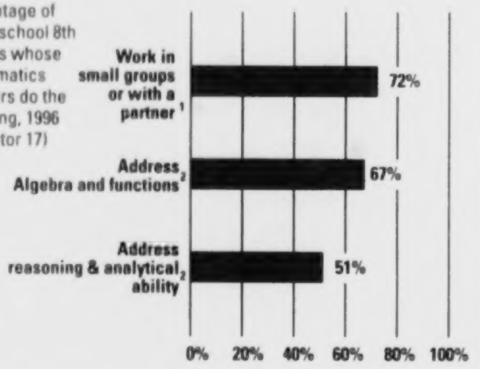
Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

307

[†] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☀ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Montana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1993, 1995)•	14%	20%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	41%	43%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	22%	30%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	7%	6%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	17%	14%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	14%	12%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	3%	3%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	9%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	35%	33%	↔	37%	46%	↓	23-60%	33-65%	37%	47%

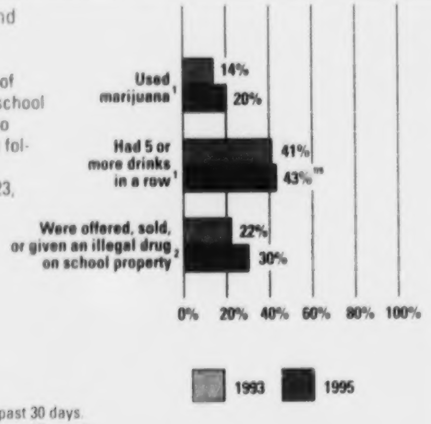
GOAL 8 Parental Participation

	Montana			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	17%	18%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	7%	15%	↓	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	16%	↔	**	**		8-37%	12-50%	16%	22%

KEY

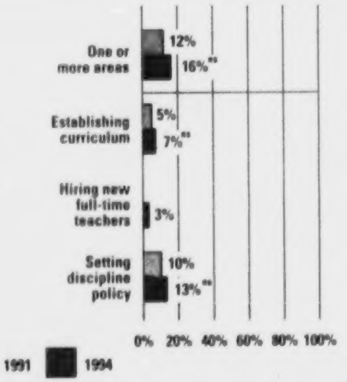
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
nsInterpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
nsInterpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEBRASKA

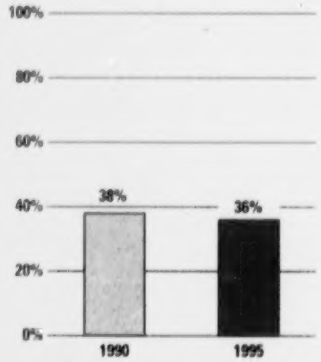
	Nebraska			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	36%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	72%	82%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	53	63	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	825	841	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	34	46	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	91%	93%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	4%	5%	↓	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	31%	34%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	22%	24%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	24%	31%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	35%	—		29%	—		5-41%	—	27%	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

Children's Health Index

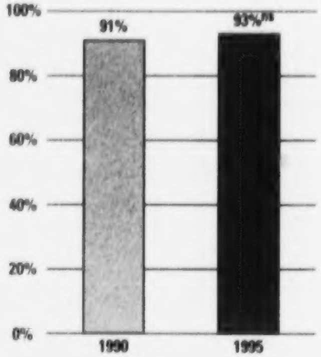
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

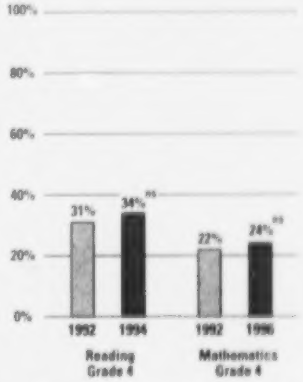
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

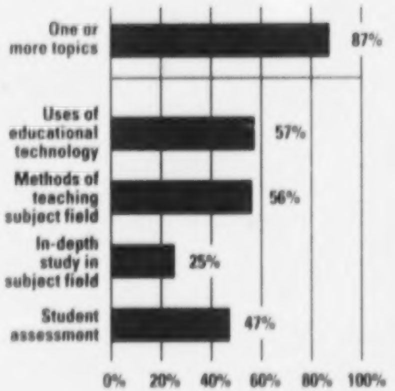
	Nebraska			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	25	30	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	82%	75%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	87%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	13%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	14%	15%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.~	—	—		—	—		—	—	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
nsInterpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
~ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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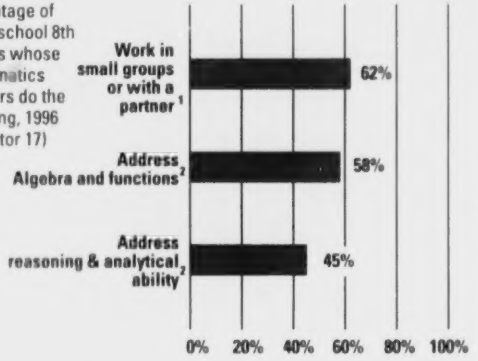
NEBRASKA

	Nebraska			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	62%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	58%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	45%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	31%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	33%	36%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	32%	36%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	31%	33%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	72%	74%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	65%	67%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	65%	60%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

✳ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

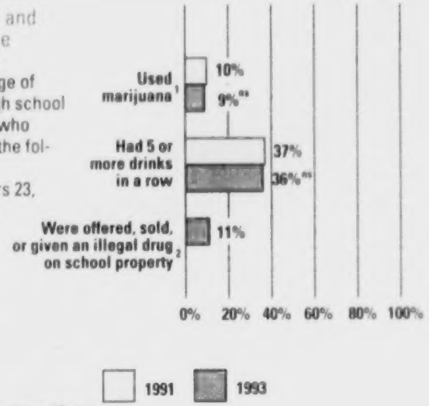
	Nebraska			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1993)•	10%	9%	↔	**	**		4-18%	7-21%	10%	14%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1993)•	37%	36%	↔	**	**		17-43%	9-44%	30%	28%
25. Reduced availability of drugs on school property? (1993)•	11%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993)•	6%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)•	13%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)•	9%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)•	3%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	33%	41%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	13%	15%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	4%	6%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	17%	15%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



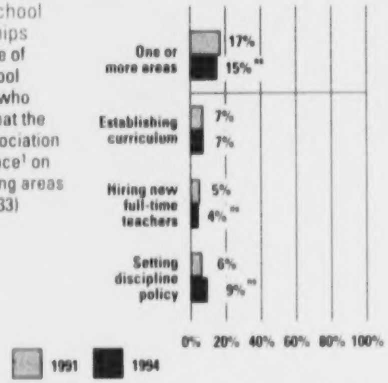
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores

** Indicators are not the same at the national and state level

— Data not available. See Appendix A

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

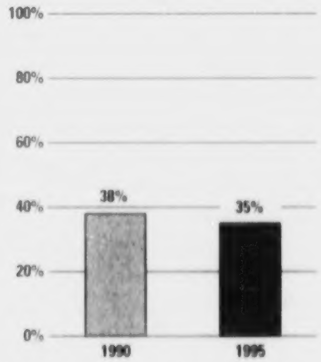
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

NEVADA

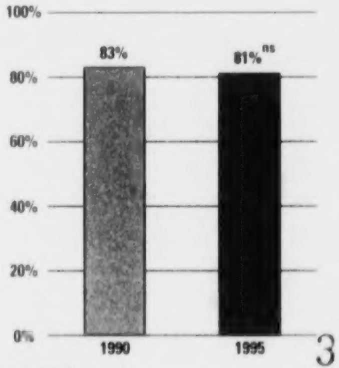
	Nevada			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	35%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	69%	71%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	72	74	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	725	757	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	26	44	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	81%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	8%	10%	↓	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1996)	14%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

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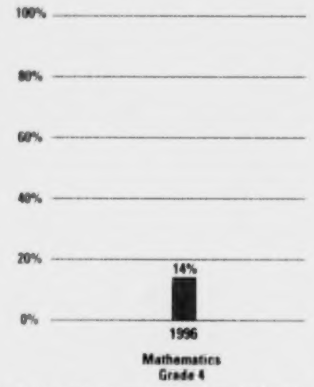
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

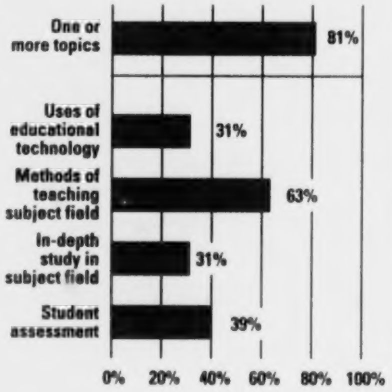
	Nevada			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	38	57	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. **Increased** the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	66%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. **Increased** the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	81%	—		85%	—		76-98%	—	86%	—
14. **Increased** the percentage of public school teachers with training to teach limited English-proficient students? (1994)	27%	—		16%	—		4-81%	—	16%	—
15. **Increased** the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	21%	17%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. **International** comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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NEVADA

	Nevada			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	30%	35%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	26%	35%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	27%	29%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	58%	68%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	50%	63%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	33%	38%	☀	**	**		33-68%	37-71%	53%	55%

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

---

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☀ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Nevada baseline	Nevada update	Nevada progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
23. Reduced marijuana use? (1993, 1995) •	19%	26%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995) •	32%	33%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	30%	35%	↔	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	10%	10%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	20%	19%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	12%	11%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	8%	6%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	16%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	36%	50%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

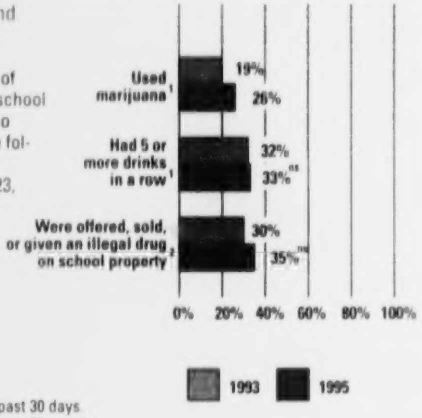
	Nevada baseline	Nevada update	Nevada progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	27%	31%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	17%	16%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	21%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

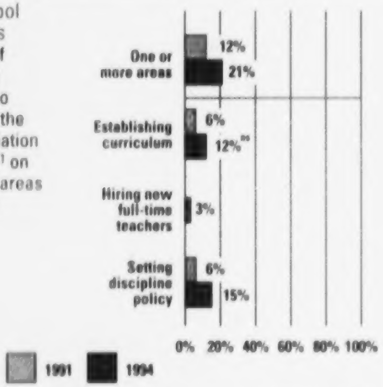
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

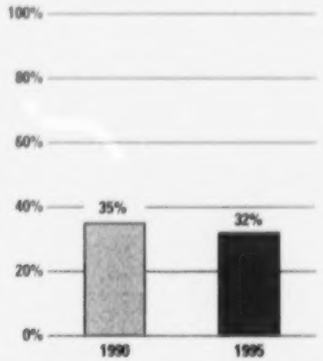
NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	35%	32%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	83%	84%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	49	55	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	858	900	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	29	43	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	38%	36%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992)	25%	—		18%	—		5-27%	—	16%	—
• in Grade 8? (1990, 1992)	20%	25%	↑	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

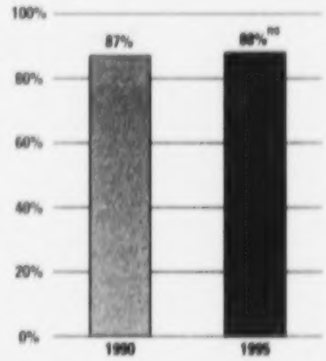
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

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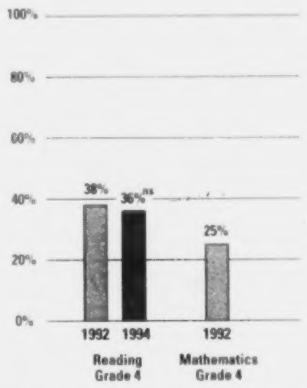
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	New Hampshire			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	51	84	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	80%	71%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	96%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	13%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	12%	15%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.=	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

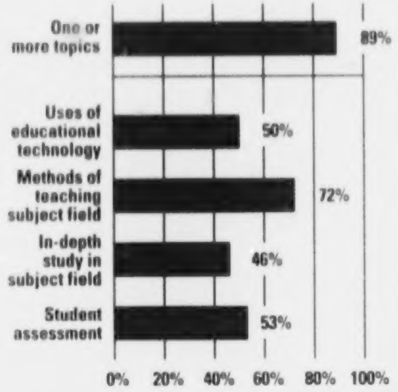
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
= This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEW HAMPSHIRE

	New Hampshire			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	44%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	49%	57%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	37%	40%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	67%	72%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	59%	66%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	56%	56%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

330

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	New Hampshire			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1993, 1995)•	21%	28%	⬇	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	31%	33%	⟷	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	26%	32%	⬇	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	7%	6%	⟷	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	15%	14%	⟷	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	12%	9%	⟷	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	4%	3%	⟷	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	34%	40%	⟷	37%	46%	⬇	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

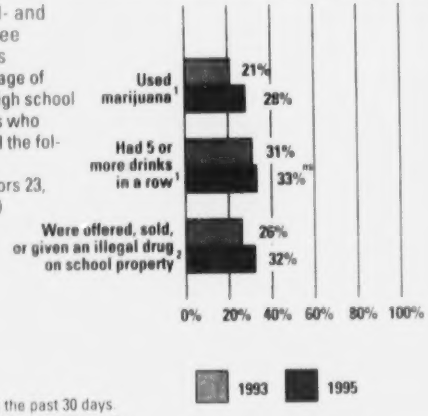
	New Hampshire			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	17%	21%	⟷	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	8%	12%	⟷	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	13%	22%	⟷	**	**		8-37%	12-50%	16%	22%

KEY

- ⬆ Significant progress
- ⬇ Significant decline
- ⟷ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



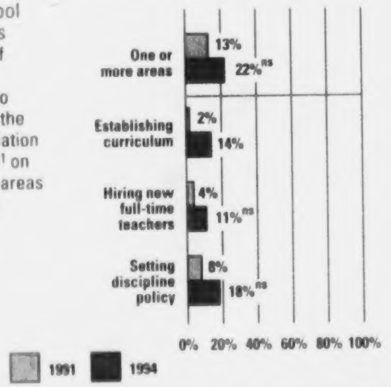
[1] During the past 30 days.

[2] During the past 12 months.

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

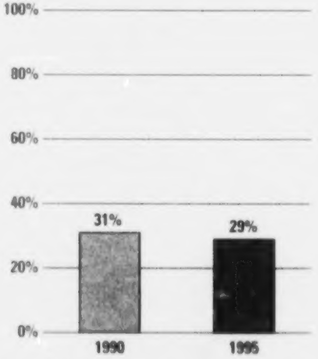
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

NEW JERSEY

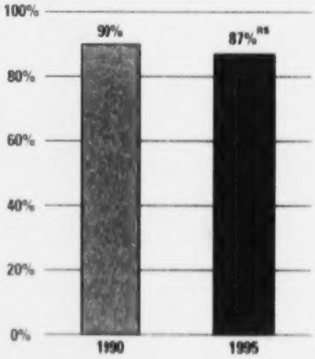
	New Jersey			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	31%	29%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	70	76	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	817	828	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	47	47	↔	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	90%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	35%	33%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	25%	25%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1992)	21%	24%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

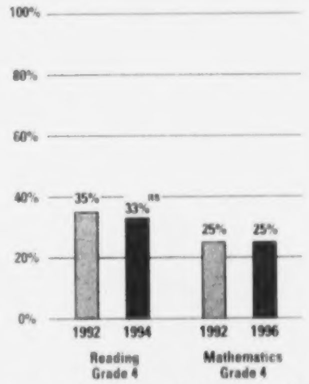
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	New Jersey			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	81	137	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	69%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	87%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	12%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	18%	17%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[∞]	—	—		—	—		—	—	—	—

KEY

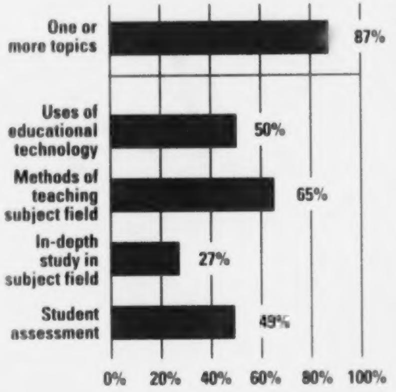
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEW JERSEY

	New Jersey			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	43%	45%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	48%	48%	↔	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	39%	41%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	53%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	72%	75%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	64%	67%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	60%	64%	✳	**	**		33-68%	37-71%	53%	55%

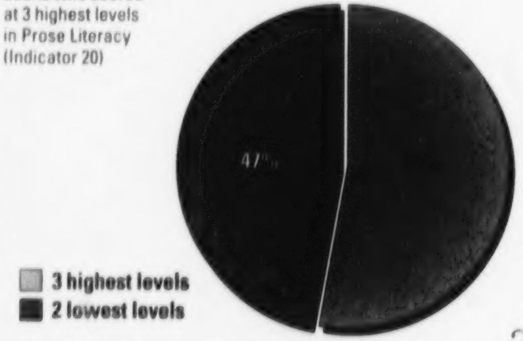
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

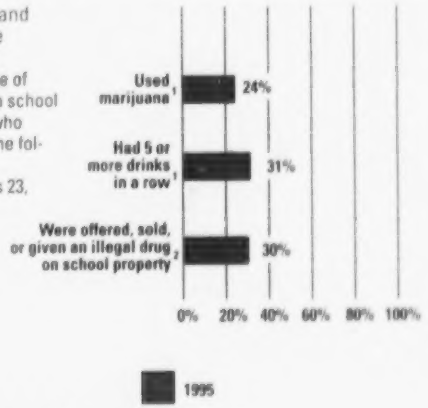
	New Jersey			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1995) •	24%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	31%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	30%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	9%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	16%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	10%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	5%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	9%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	37%	45%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	23%	24%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	12%	8%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	22%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

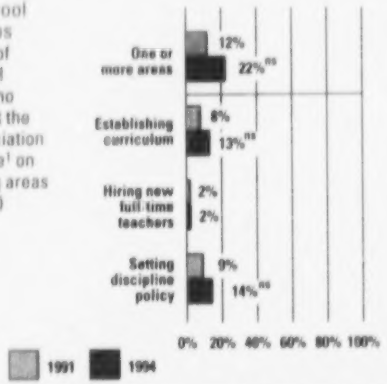


[1] During the past 30 days.

[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

[ns] Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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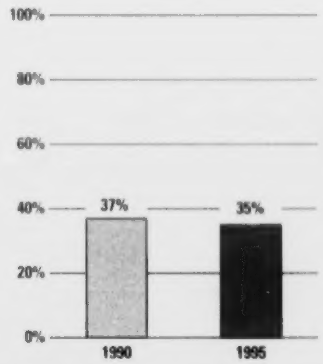
NEW MEXICO

	New Mexico			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	37%	35%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	73%	80%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	74	75	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	573	695	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	28	54	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	85%	83%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	8%	8%	↔	*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	23%	21%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	11%	13%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	10%	14%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	19%	—		29%	—		5-41%	—	27%	—

KEY

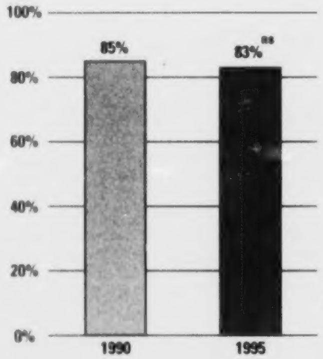
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)

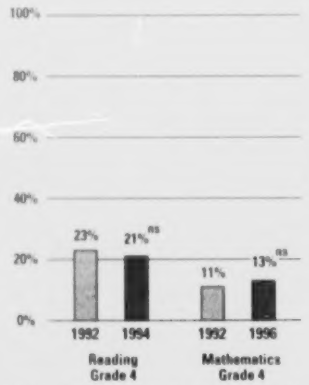


[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[ns] Interpret with caution. Change was not statistically significant.

[†] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	New Mexico			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	41	45	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	53%	52%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	79%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	39%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	30%	31%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[~]	—	—		—	—		—	—	—	—

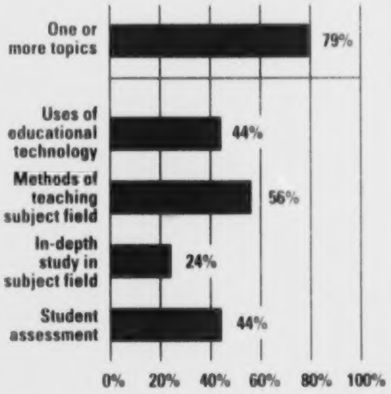
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

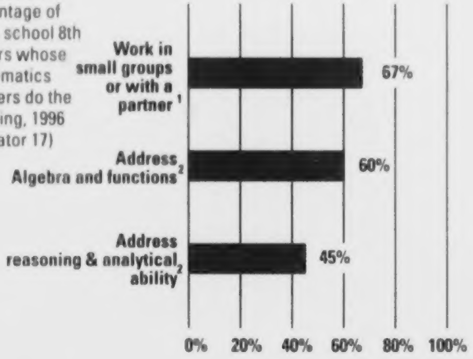
[†] Median is the middle score in a set of ranked scores.
[°] See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
[~] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEW MEXICO

	New Mexico			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	67%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	60%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	45%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	29%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	40%	↔	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	38%	37%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	33%	34%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	71%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	58%	66%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	49%	54%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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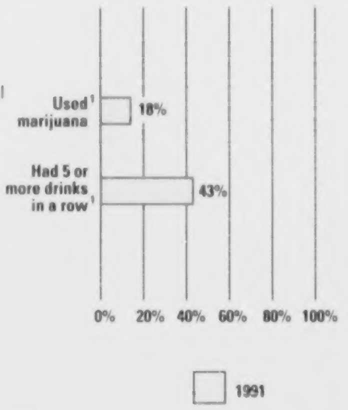
	New Mexico baseline	New Mexico update	New Mexico progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991) •	18%	—		**	**		4-18%	—	10%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1991) •	43%	—		**	**		17-43%	—	30%	—
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	40%	45%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	31%	33%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	16%	15%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	25%	40%	↑	**	**		8-37%	12-50%	16%	22%

KEY

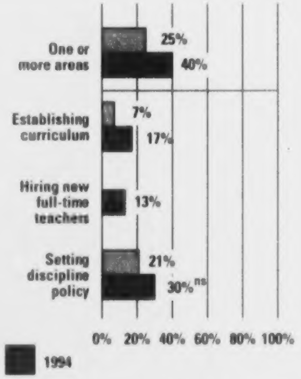
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

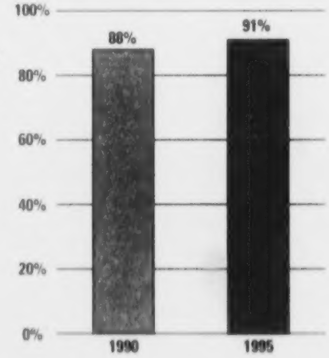
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEW YORK

	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	77%	82%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	76	76	↔	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	731	780	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	35	58	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	88%	91%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994)•	4%	4%	↔	•	•		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	27%	27%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	17%	20%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	15%	22%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	27%	—		29%	—		5-41%	—	27%	—

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	97	145	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	74%	75%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	94%	93%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	76%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	32%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	21%	31%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

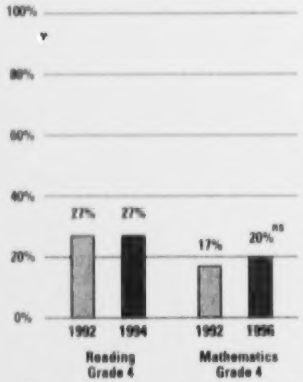
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

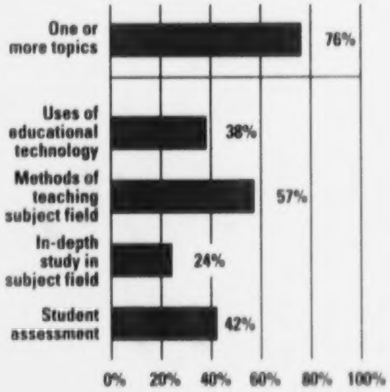


[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NEW YORK

GOAL 5 Mathematics and Science (continued)

	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	54%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	62%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	51%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	11%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	43%	43%	↔	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	38%	40%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	46%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	67%	69%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	60%	63%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	67%	70%	↑	**	**		33-68%	37-71%	53%	55%

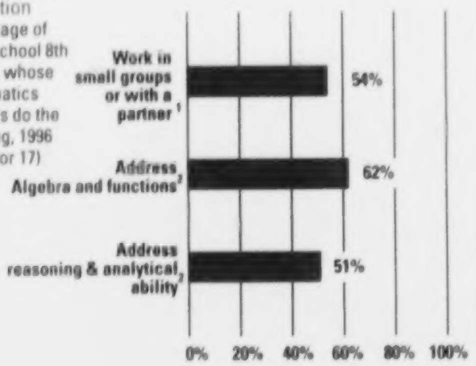
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

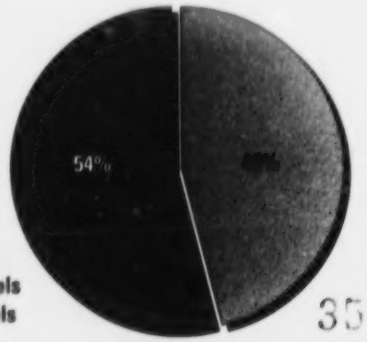
Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996
(Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy
(Indicator 20)



† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

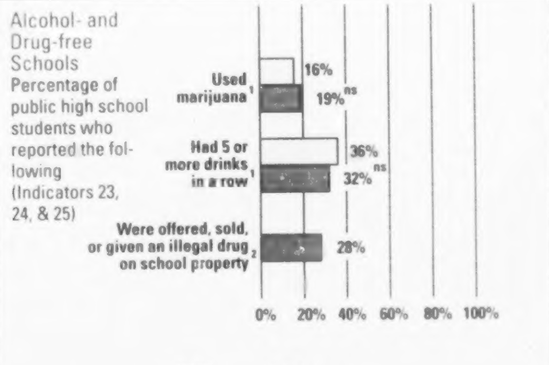
	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1991, 1993) •	16%	19%	↔	**	**		4-18%	7-21%	10%	14%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1993) •	36%	32%	↔	**	**		17-43%	9-44%	30%	28%
25. Reduced availability of drugs on school property? (1993) •	28%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993) •	8%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993) •	17%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993) •	12%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993) •	5%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	19%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	42%	55%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

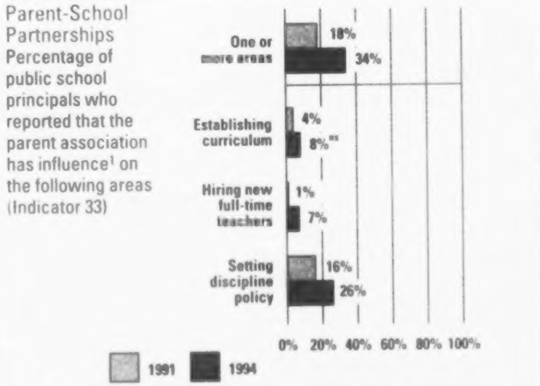
	New York			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	23%	29%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	9%	14%	↓	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	18%	34%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant


Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.


Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)

[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

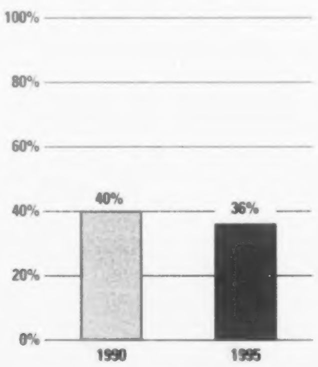
NORTH CAROLINA

	North Carolina			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	40%	36%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	84%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	80	87	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	757	835	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	39	52	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	87%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	25%	30%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	13%	21%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	9%	20%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	24%	—		29%	—		5-41%	—	27%	—

KEY

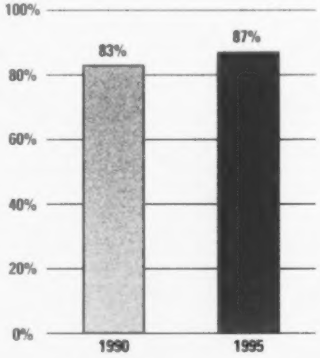
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

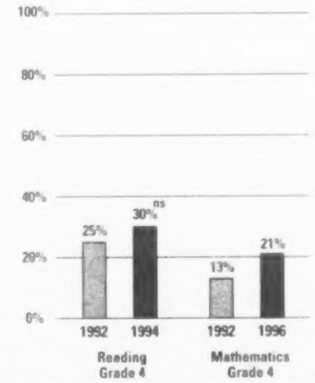
[†] Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	North Carolina			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[a]	48	99	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	68%	66%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	93%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	8%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	24%	36%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

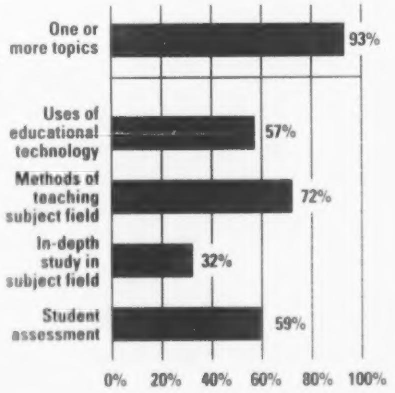
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



[†] Median is the middle score in a set of ranked scores.

[a] See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[**] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

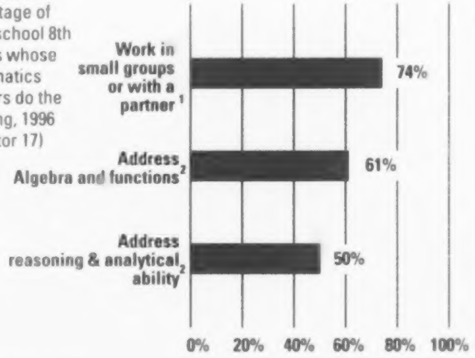
NORTH CAROLINA

	North Carolina			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	74%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	61%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	50%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	28%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	41%	46%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	38%	45%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	36%	42%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	65%	70%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	54%	61%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	49%	51%	☼	**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



1 At least once a week.
2 On a 4-point scale from "none" to "a lot," defined as a response to the top point.

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☼ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	North Carolina baseline	North Carolina update	North Carolina progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
23. Reduced marijuana use? (1993, 1995) •	15%	22%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995) •	23%	23%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	29%	30%	↔	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	10%	8%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	15%	12%	↔	**	**		13-39%	12-19%	16%	15%
26. Reduced students carrying weapons on school property? (1993, 1995) •	14%	9%	↑	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	5%	5%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	19%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	42%	53%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

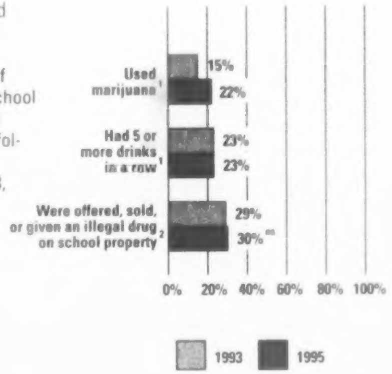
GOAL 8 Parental Participation

	North Carolina baseline	North Carolina update	North Carolina progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	29%	30%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	10%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	21%	20%	↔	**	**		8-37%	12-50%	16%	22%

KEY

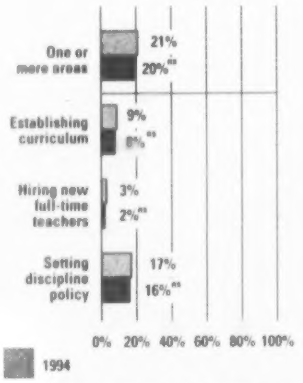
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence¹ on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NORTH DAKOTA

	North Dakota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	36%	34%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	81%	83%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	55	53	↑	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	821	839	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	39	45	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	96%	93%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1993, 1994) •	2%	3%	↓	*	*		2-10%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	35%	38%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	22%	24%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	27%	33%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	41%	—		29%	—		5-41%	—	27%	—

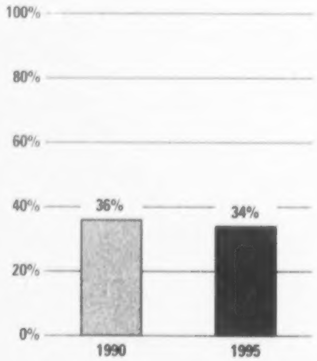
KEY

↑ Significant progress

↓ Significant decline

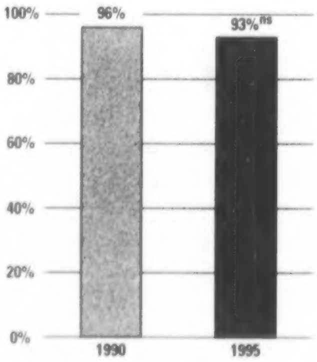
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

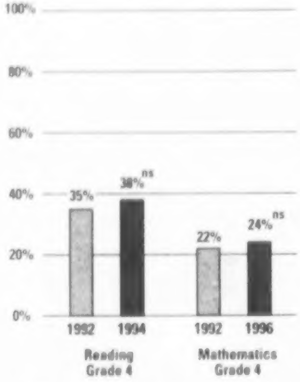
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	North Dakota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)*	14	18	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	73%	76%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	100%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	84%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	13%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	6%	8%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

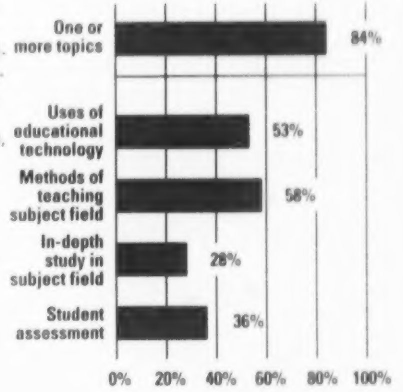
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics
(Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



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† Median is the middle score in a set of ranked scores.
* See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
** This information had not been released when the 1997 Goals Report went to print.

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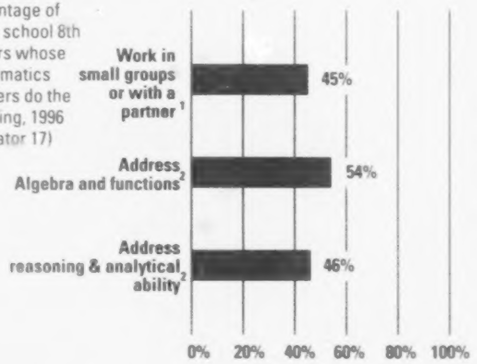
See Appendix C for technical notes and sources.

NORTH DAKOTA

	North Dakota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	45%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	54%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	46%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	29%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	39%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	40%	47%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	35%	39%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	95%	92%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	74%	72%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	68%	68%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

---

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

✳ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

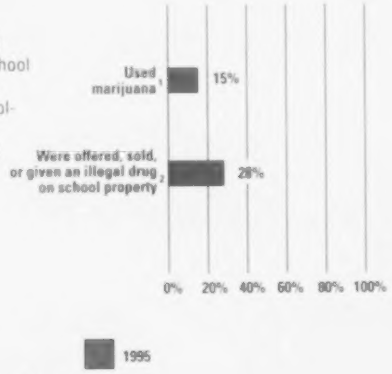
	North Dakota			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1995)•	15%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1995)•	28%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995)•	6%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995)•	12%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995)•	10%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	8%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	30%	33%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	9%	13%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	4%	3%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	16%	17%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

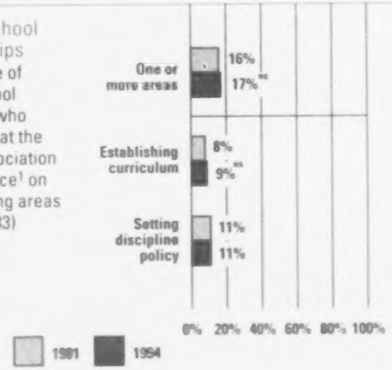


[1] During the past 30 days.

[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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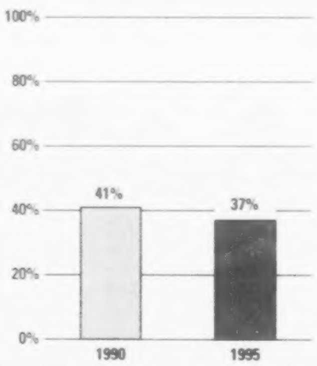
OHIO

	Ohio			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	41%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	73%	79%	↑	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	76	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	815	847	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	26	38	↑	•	•		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	89%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992) •	27%	—		29%	—		8-38%	—	26%	—
9. Increased mathematics achievement •										
• in Grade 4? (1992)	16%	—		18%	—		5-27%	—	16%	—
• in Grade 8? (1990, 1992)	15%	18%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

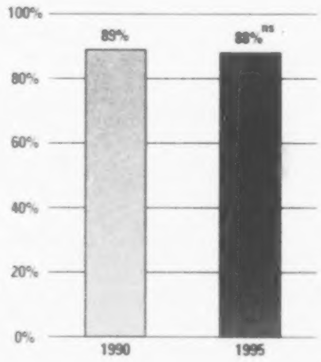
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[ns] Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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See Appendix C for technical notes and sources.

	Ohio			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	36	60	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	68%	61%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	83%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	4%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	25%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.‾	—	—		—	—		—	—	—	—

KEY

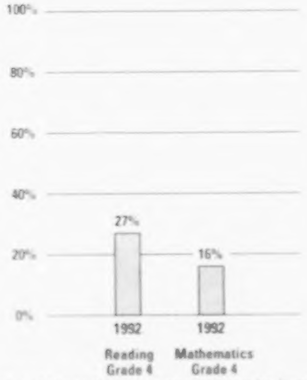
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Student Achievement

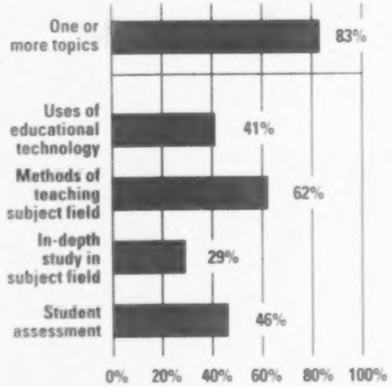
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
‾ This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

OHIO

GOAL 5 Mathematics and Science (continued)

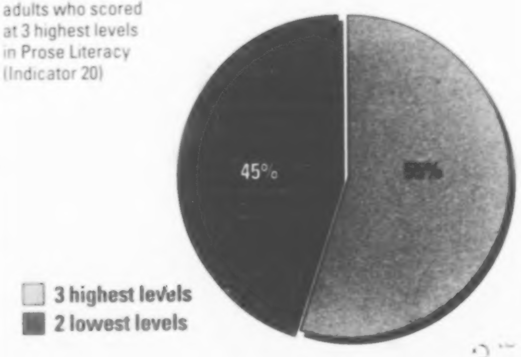
	Ohio baseline	Ohio update	Ohio progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	36%	39%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	36%	37%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	31%	34%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Ohio baseline	Ohio update	Ohio progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
20. Increased adult literacy? (1992)	55%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	70%	71%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	63%	65%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	51%[1]	↑	**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant


Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
[1] The nonrounded values for indicator 22 in 1992 and 1994 were 51.0 and 51.4, respectively.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Ohio			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1993)*	16%	—		**	**		7-21%	—	14%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1993)*	30%	—		**	**		9-44%	—	28%	—
25. Reduced availability of drugs on school property? (1993)*	20%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993)*	8%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)*	16%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)*	9%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)*	5%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	17%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	38%	42%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	29%	29%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	14%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	14%	16%	↔	**	**		8-37%	12-50%	16%	22%

KEY

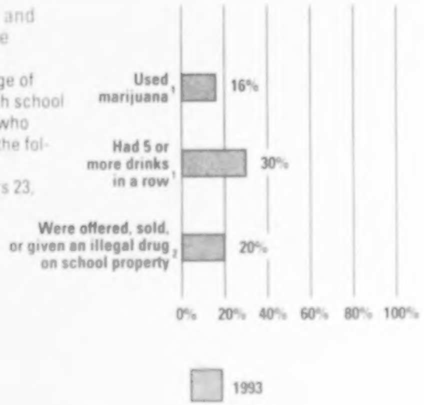
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)

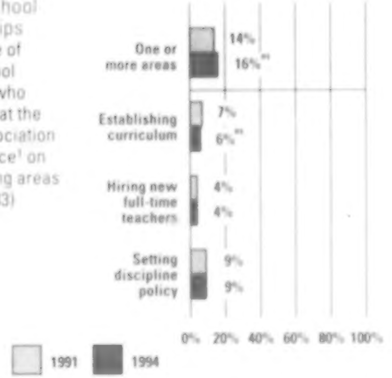


[1] During the past 30 days.

[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

[ns] Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

* Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

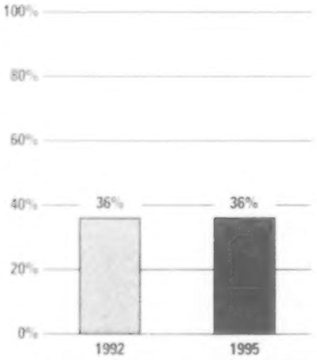
OKLAHOMA

	Oklahoma			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1992, 1995)	36%	36%	↔	35%	34%	↑	24-48%	24-46%	37%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	76%	75%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	66	70	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	712	782	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	37	37	↔	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992)•	29%	—		29%	—		8-38%	—	26%	—
9. Increased mathematics achievement•										
• in Grade 4? (1992)	14%	—		18%	—		5-27%	—	16%	—
• in Grade 8? (1990, 1992)	13%	17%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

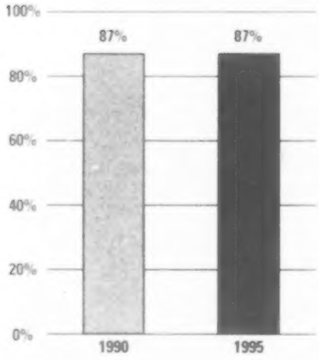
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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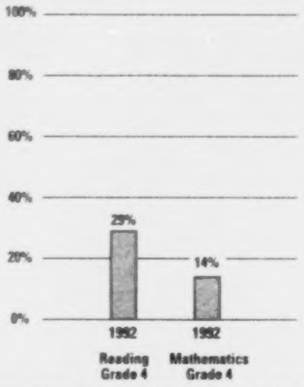
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Oklahoma baseline	Oklahoma update	Oklahoma progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	21	34	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	65%	61%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	99%	↑	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	19%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	42%	45%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

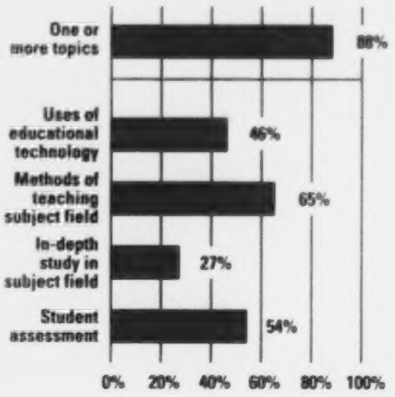
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
** This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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OKLAHOMA

	Oklahoma			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	33%	36%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	34%	36%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	28%	29%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	66%	75%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	57%	68%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	50%	49%	↔	**	**		33-68%	37-71%	53%	55%

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

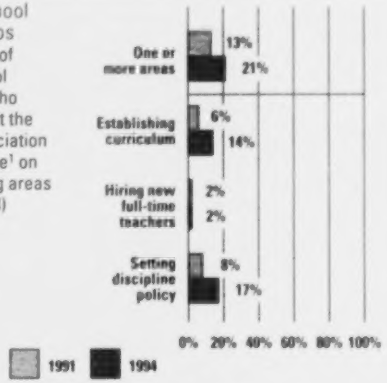
	Oklahoma			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	33%	39%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	22%	28%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	15%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	13%	21%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)

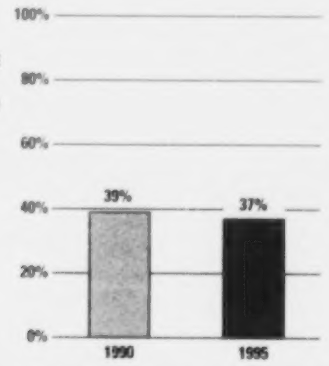


[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

OREGON

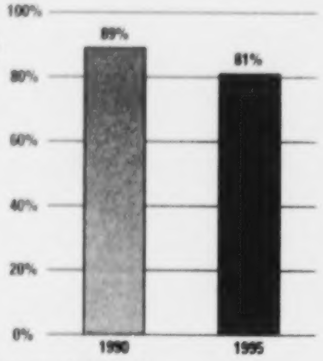
	Oregon			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	39%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	72%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	50	55	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	757	788	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	23	46	↑	•	•		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	89%	81%	↓	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	6%	7%	↓	•	•		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1990, 1996)	21%	26%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	32%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

KEY	
↑	Significant progress
↓	Significant decline
↔	Change is not significant

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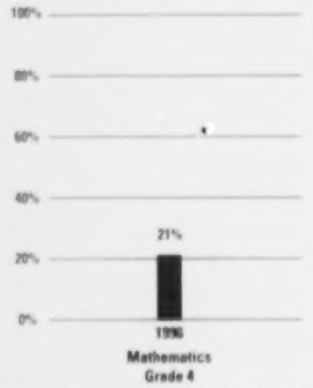
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Oregon			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	40	46	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. **Increased** the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	64%	59%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	22%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	18%	18%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.‴	—	—		—	—		—	—	—	—

KEY

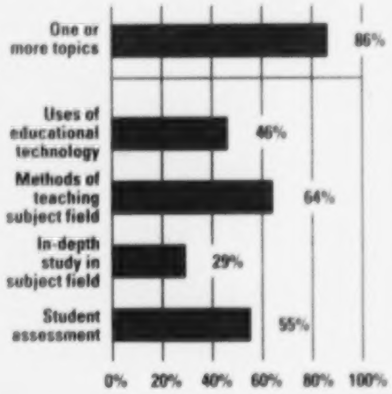
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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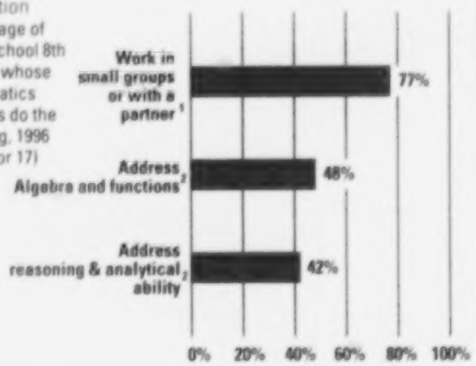
† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
‴ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

OREGON

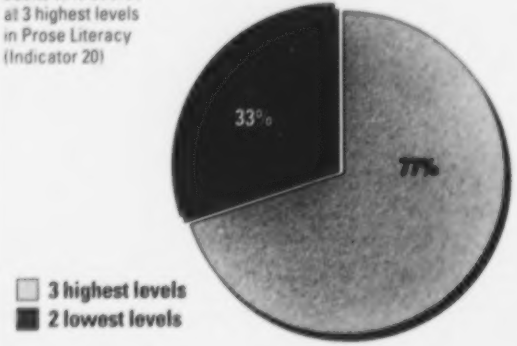
	Oregon			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	77%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	48%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	42%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	35%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	41%	47%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	41%	48%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	37%	40%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	77%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	73%	78%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	65%	72%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	57%	✻	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✻ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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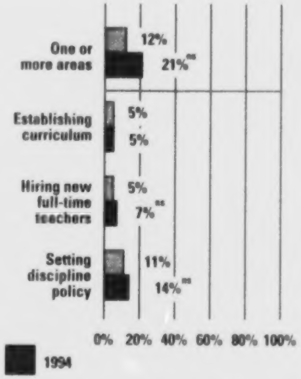
	Oregon			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	37%	57%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	19%	30%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	13%	12%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	12%	21%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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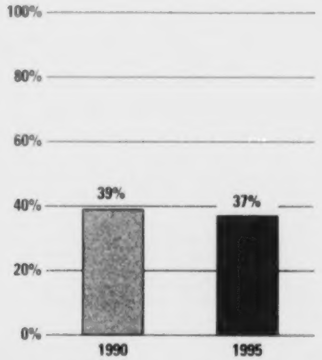
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

PENNSYLVANIA

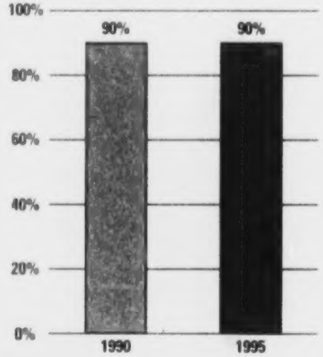
	Pennsylvania			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	39%	37%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	77%	81%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	74	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	797	834	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	37	42	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	90%	90%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	4%	4%	↔	*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	32%	30%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	22%	20%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1992)	17%	22%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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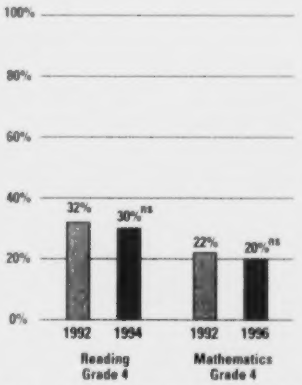
	Pennsylvania			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	44	70	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	78%	72%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	82%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	10%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	31%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.⁼	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

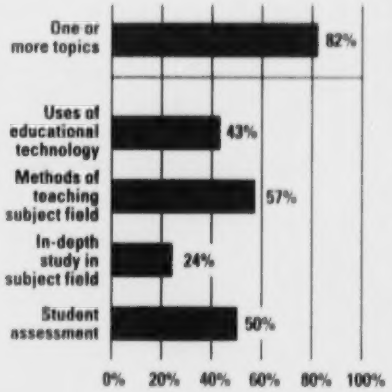
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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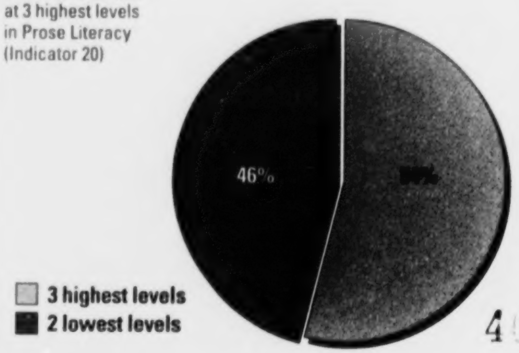
† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area
— Data not available. See Appendix A.
⁼ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

PENNSYLVANIA

	Pennsylvania			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	44%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	40%	40%	↔	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	36%	40%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	54%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	63%	66%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	56%	61%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	55%	57%	↑	**	**		33-68%	37-71%	53%	55%

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

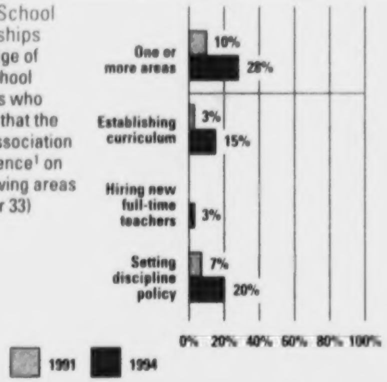
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Pennsylvania			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	33%	49%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

	Pennsylvania			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	18%	21%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	13%	10%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	10%	28%	↑	**	**		8-37%	12-50%	16%	22%

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores
** Indicators are not the same at the national and state level
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

RHODE ISLAND

	Rhode Island			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	36%	30%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	82%	85%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	62	68	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	868	897	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	42	55	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	5%	5%	↔	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	28%	32%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	13%	17%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	15%	20%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	26%	—		29%	—		5-41%	—	27%	—

KEY

↑ Significant progress

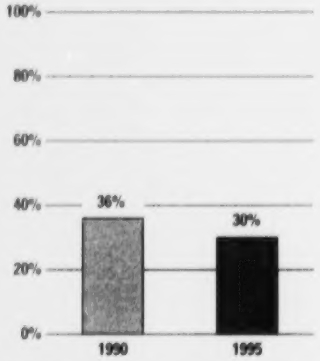
↓ Significant decline

↔ Change is not significant

406

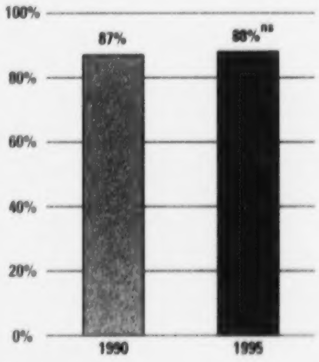
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

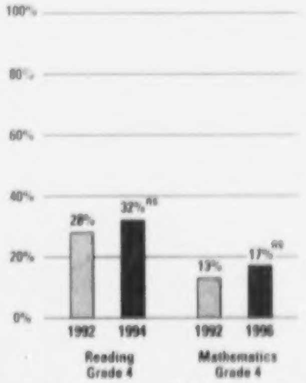
407

	Rhode Island			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 Student Achievement and Citizenship (continued)										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	58	78	↑	55	85	↑	9-177	18-223	41	65*
GOAL 4 Teacher Education and Professional Development										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	72%	76%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	100%	100%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	77%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	29%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	11%	7%	↓	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 Mathematics and Science										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.*	—	—		—	—		—	—	—	—

KEY

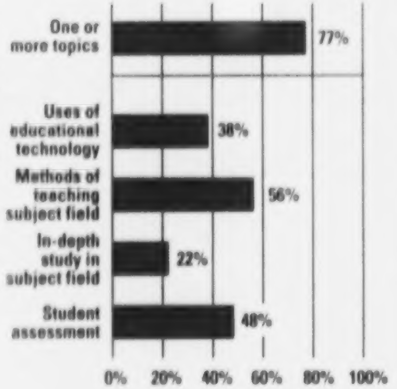
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
* This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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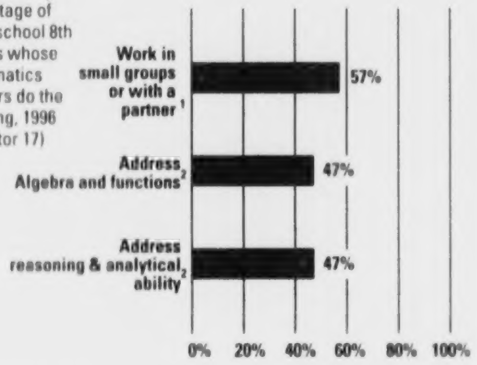
RHODE ISLAND

	Rhode Island			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	57%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	47%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	47%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	7%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	40%	37%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	31%	34%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	73%	78%	↑	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	64%	73%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	64%	65%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

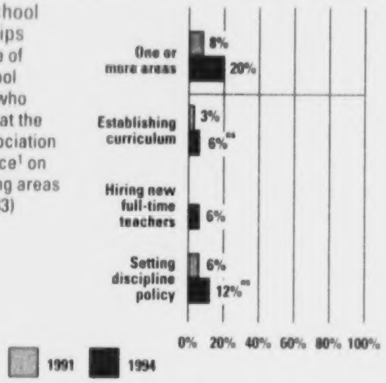
KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Rhode Island			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	52%	43%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	20%	26%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	11%	7%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	8%	20%	↑	**	**		8-37%	12-50%	16%	22%

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

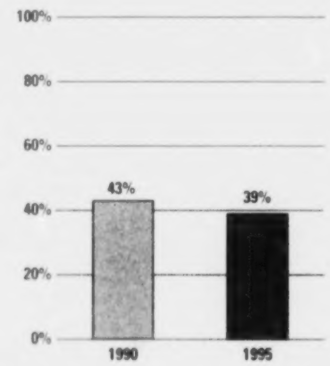
SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	43%	39%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	84%	86%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	87	93	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	688	785	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	52	63	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	88%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	22%	20%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	13%	12%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	15%	14%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	17%	—		29%	—		5-41%	—	27%	—

KEY

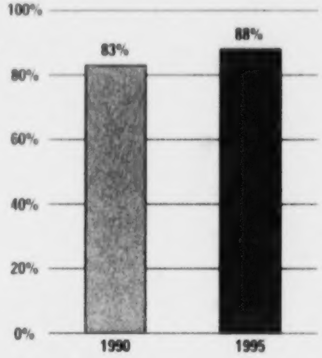
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential

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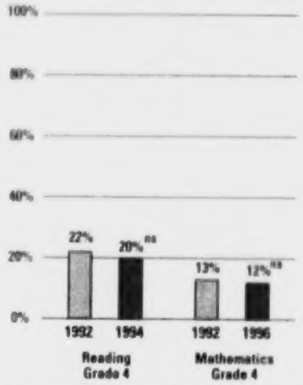
† Median is the middle score in a set of ranked scores
* Comparable national data are not available
— Data not available. See Appendix A
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

	South Carolina baseline	South Carolina update	South Carolina progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	69	96	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	63%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	95%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	81%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	11%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	24%	29%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

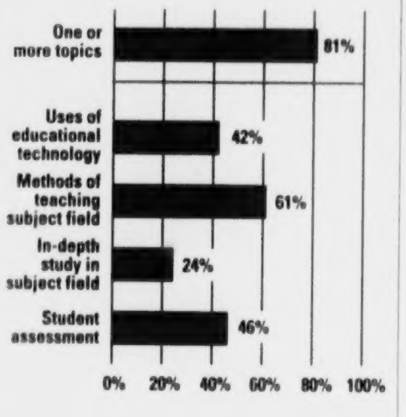
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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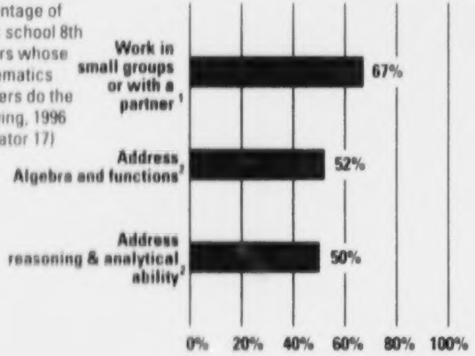
† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

SOUTH CAROLINA

	South Carolina			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	67%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	52%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	50%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	31%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	37%	41%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	36%	38%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	34%	38%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	61%	68%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	50%	59%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	43%	58%	☼	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☼ Sample size does not permit a reliable estimate of change.
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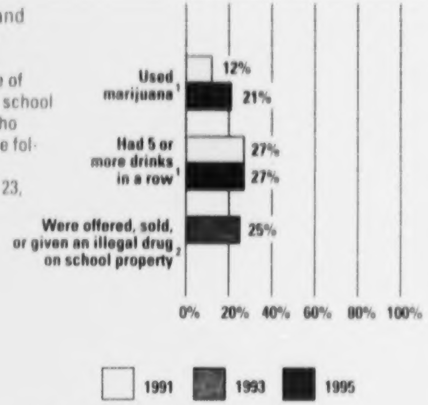
See Appendix C for technical notes and sources.

	South Carolina			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	12%	21%	↓	**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	27%	27%	↔	**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993) •	25%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	10%	11%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	13%	15%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	14%	12%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	6%	6%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	17%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	37%	49%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	36%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	22%	27%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	16%	24%	↔	**	**		8-37%	12-50%	16%	22%

KEY

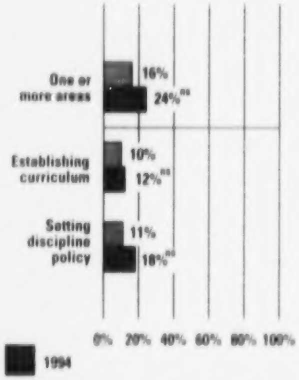
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

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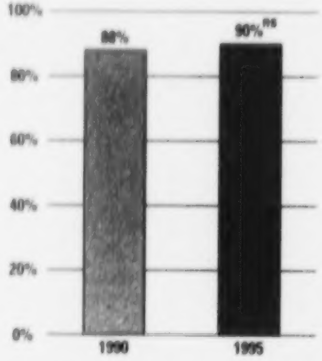
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

SOUTH DAKOTA

	South Dakota			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-40%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	82%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	51	56	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	787	819	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	62	66	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	88%	90%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores
* Comparable national data are not available
— Data not available. See Appendix A.
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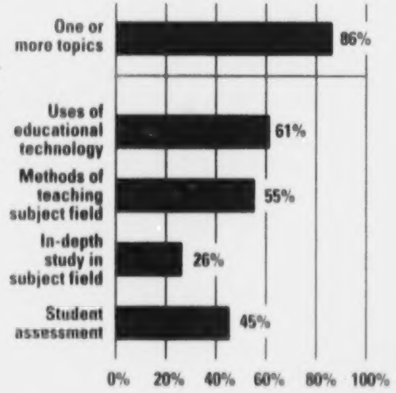
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

	South Dakota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	9	25	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	62%	59%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	86%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	8%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	15%	13%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.‾	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



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† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
‾ This information had not been released when the 1997 Goals Report went to print.
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SOUTH DAKOTA

	South Dakota			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	44%	48%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	30%	34%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	36%	41%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	80%	80%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	72%	70%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	53%	50%	☀	**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
☀ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

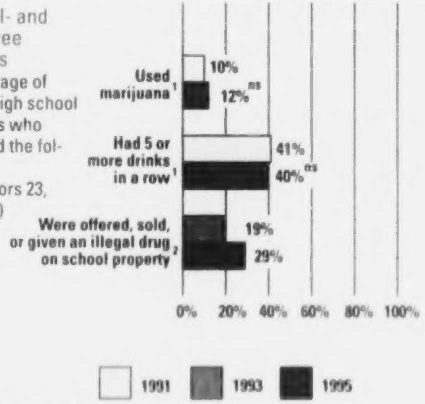
	South Dakota			U S			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	10%	12%	↔	**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	41%	40%	↔	**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	19%	29%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	6%	6%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	14%	14%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	10%	11%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	3%	3%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	8%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	31%	40%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	18%	18%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	11%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	15%	19%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



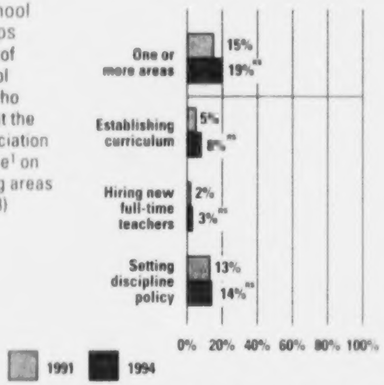
[1] During the past 30 days

[2] During the past 12 months

ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

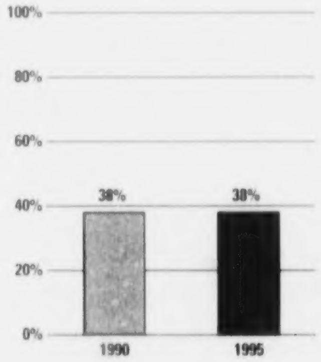
TENNESSEE

	Tennessee			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	38%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	79%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	82	87	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	776	828	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	37	45	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	77%	83%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	23%	27%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	10%	17%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	12%	15%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	22%	—		29%	—		5-41%	—	27%	—

KEY

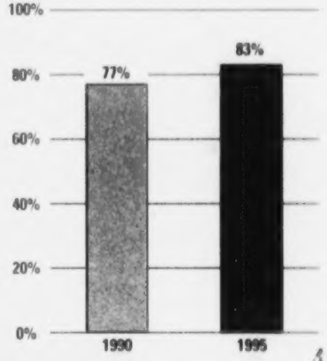
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Tennessee			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	43	60	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	59%	55%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	87%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	8%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	23%	27%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports ~	—	—		—	—		—	—	—	—

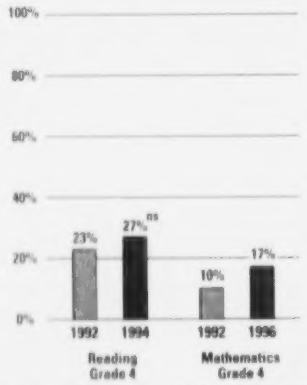
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

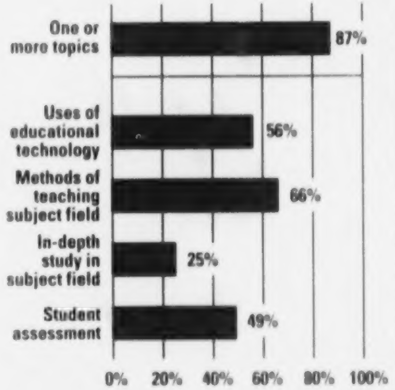
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994
(Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
~ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

TENNESSEE

GOAL 5 Mathematics and Science (continued)

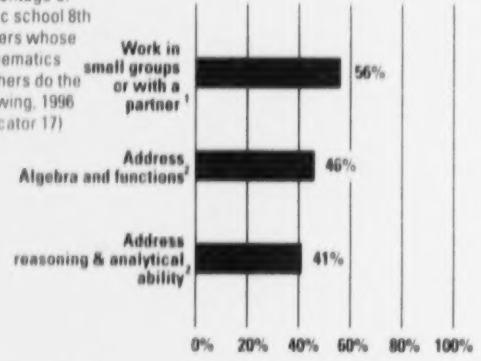
	Tennessee baseline	Tennessee update	Tennessee progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores[1] baseline	Median Scores[1] update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	56%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	46%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	41%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	54%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	36%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	40%	43%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	32%	38%	↑	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Tennessee baseline	Tennessee update	Tennessee progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores[1] baseline	Median Scores[1] update
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	66%	65%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	52%	56%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	46%	54%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

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[1] Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

✳ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

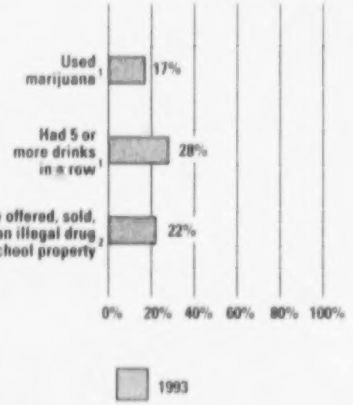
	Tennessee			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. **Reduced marijuana use? (1993)•**	17%	—		**	**		7-21%	—	14%	—
24. **Reduced alcohol use (more than 5 drinks in a row)? (1993)•**	28%	—		**	**		9-44%	—	28%	—
25. **Reduced availability of drugs on school property? (1993)•**	22%	—		**	**		11-31%	—	22%	—
26. **Reduced students threatened or injured with a weapon while on school property? (1993)•**	9%	—		**	**		6-15%	—	8%	—
27. **Reduced physical fights on school property? (1993)•**	15%	—		**	**		13-39%	—	16%	—
28. **Reduced students carrying weapons on school property? (1995)•**	18%	—		**	**		8-18%	—	12%	—
29. **Reduced students not feeling safe at school? (1995)•**	4%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	35%	48%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	29%	29%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	18%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	16%	15%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools

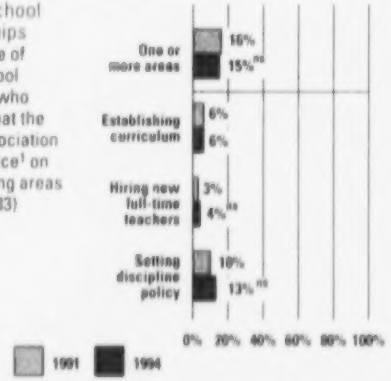
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

TEXAS

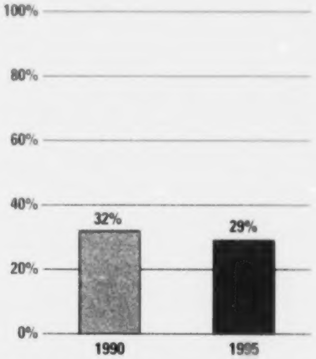
	Texas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	32%	29%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	71%	74%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	69	71	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	683	773	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	29	34	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	78%	79%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	5%	4%	↑	*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	24%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	15%	25%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	13%	21%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	23%	—		29%	—		5-41%	—	27%	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

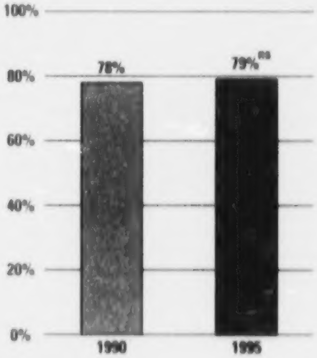
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



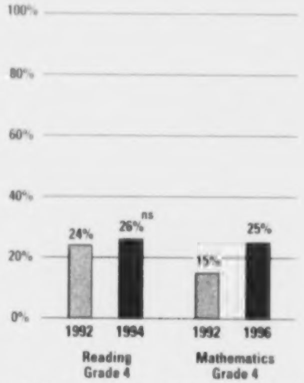
[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

	Texas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	34	78	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	54%	51%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	93%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	28%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	22%	30%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports."	—	—		—	—		—	—	—	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

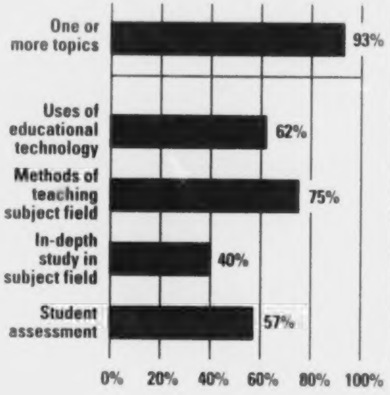
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
" This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

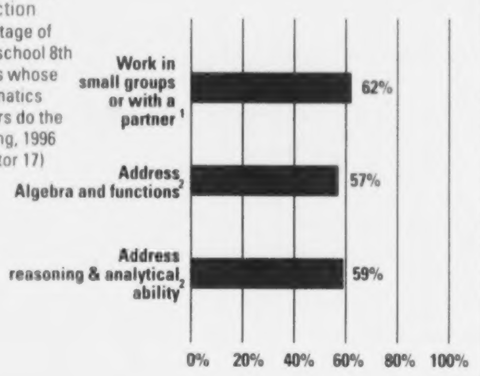
TEXAS

	Texas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	62%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	57%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	59%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	34%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	34%	38%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	35%	37%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	34%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	47%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	71%	71%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	58%	61%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	52%	50%	↓	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

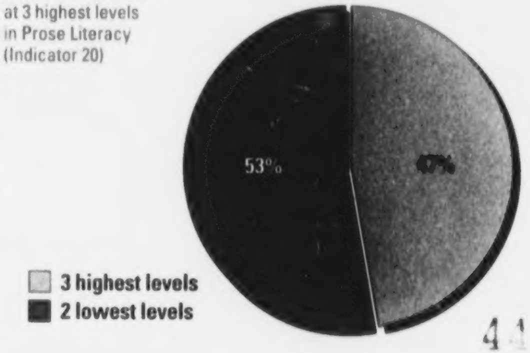
Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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	Texas			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	14%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	41%	46%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	32%	36%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	22%	18%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	14%	24%	↑	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

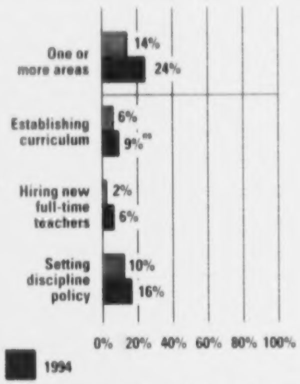
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

UTAH

	Utah			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	29%	30%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	70%	64%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	57	63	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	842	843	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	33	44	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	94%	91%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	30%	30%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	19%	23%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1992, 1996)	22%	24%	↔	21%	24%	↔	1-31%	5-34%	18%	22%
10. Increased science achievement in Grade 8? (1996)	32%	—		29%	—		5-41%	—	27%	—

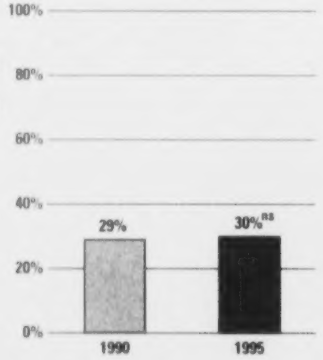
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

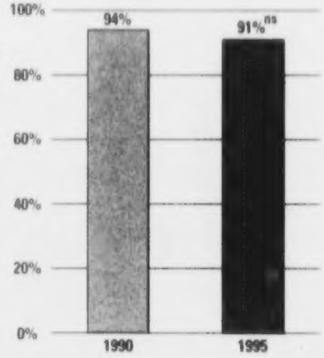
Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

ns Interpret with caution. Change was not statistically significant.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Utah			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	132	152	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	68%	62%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	97%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	87%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	12%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	32%	40%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

KEY

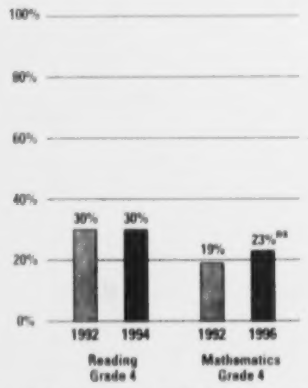
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)

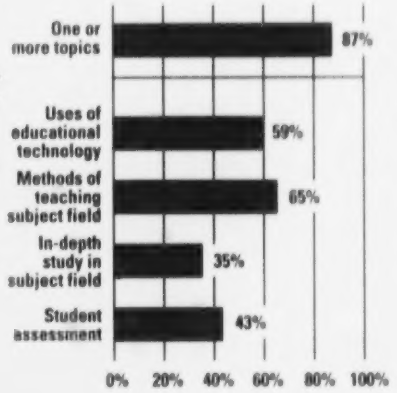


[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



† Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

∞ This information had not been released when the 1997 Goals Report went to print.

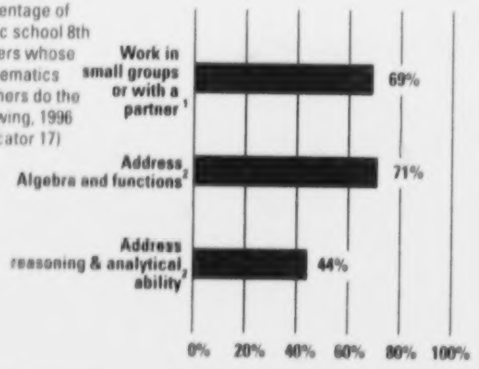
See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

UTAH

	Utah			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 Mathematics and Science (continued)										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	69%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	71%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	44%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	24%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	47%	49%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	32%	30%	↓	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 Adult Literacy and Lifelong Learning										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	78%	81%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	72%	74%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	56%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

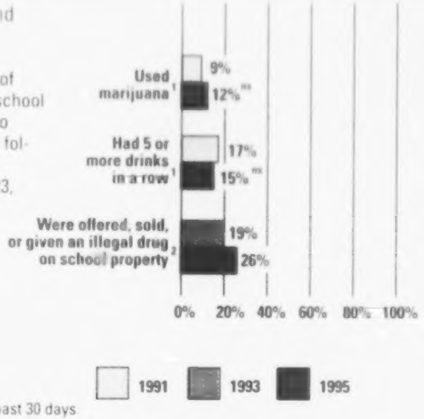
[†] Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Utah			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	9%	12%	↔	**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	17%	15%	↔	**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	19%	26%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	8%	7%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	15%	13%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	11%	11%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	6%	4%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	16%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	33%	54%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	18%	19%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	13%	14%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	17%	33%	↑	**	**		8-37%	12-50%	16%	22%

KEY

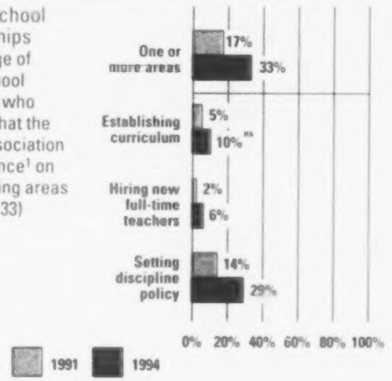
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
nsInterpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
nsInterpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

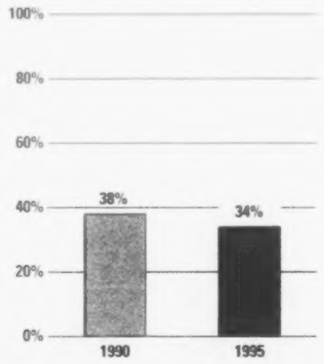
VERMONT

	Vermont			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	38%	34%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	88%	86%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	53	54	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	824	873	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	43	51	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	86%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1996)	23%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1996)	27%	—		24%	—		5-34%	—	22%	—
10. Increased science achievement in Grade 8? (1996)	34%	—		29%	—		5-41%	—	27%	—

KEY

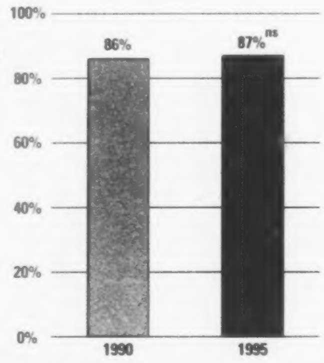
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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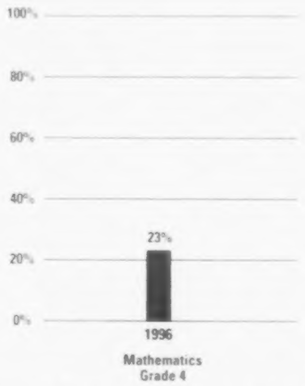
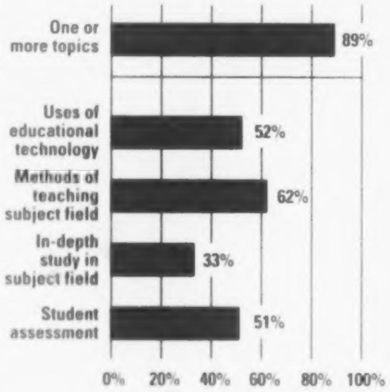
	Vermont			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	51	68	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	71%	73%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	23%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	12%	12%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[~]	—	—		—	—		—	—	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

[†] Median is the middle score in a set of ranked scores.

[°] See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[~] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

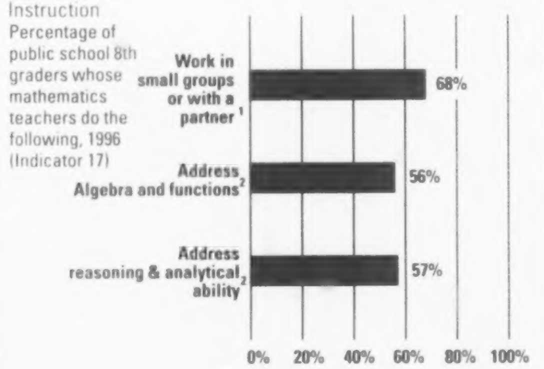
VERMONT

	Vermont			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	68%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	56%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	57%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	44%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	44%	47%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	43%	48%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	40%	42%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	79%	79%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	65%	71%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	54%	51%	☼	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
•• Indicators are not the same at the national and state level.
☼ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

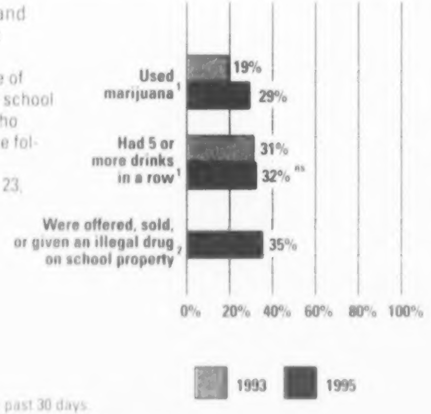
	Vermont baseline	Vermont update	Vermont progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993, 1995) •	19%	29%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995) •	31%	32%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1995) •	35%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	7%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	18%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	12%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1993, 1995) •	4%	4%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	27%	44%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	10%	17%	↓	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	6%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	8%	24%	↑	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

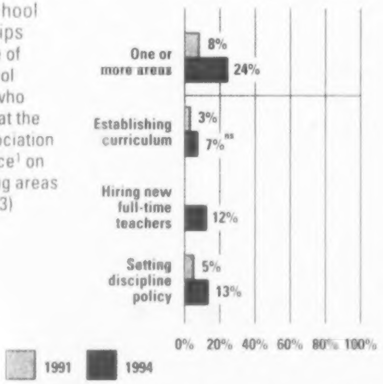
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

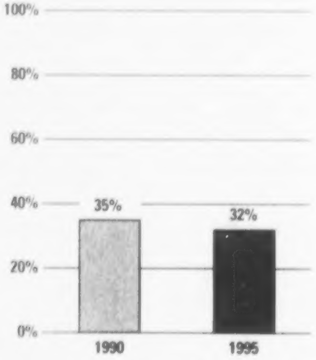
VIRGINIA

	Virginia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	35%	32%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	81%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	72	77	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	800	838	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	38	47	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	87%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	31%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	19%	19%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	17%	21%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	27%	—		29%	—		5-41%	—	27%	—

KEY

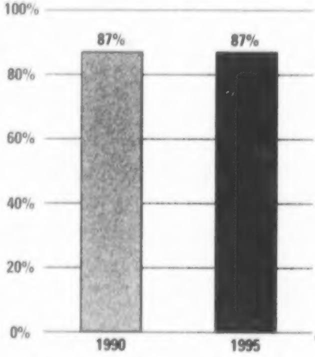
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Virginia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	102	150	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	72%	61%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	97%	96%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	85%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	11%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	21%	30%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[=]	—	—		—	—		—	—	—	—

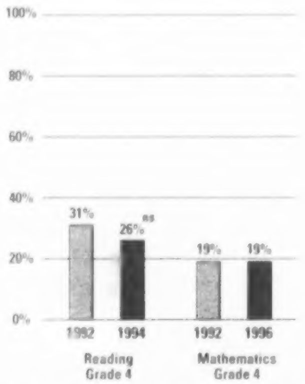
KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

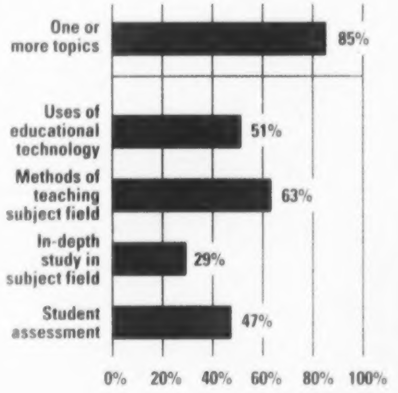
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

= This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

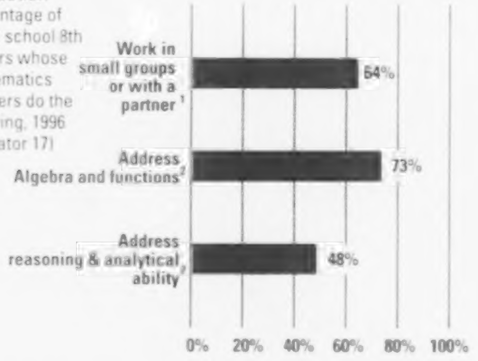
See Appendix C for technical notes and sources.

VIRGINIA

	Virginia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	64%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	73%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	48%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	29%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	44%	50%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	41%	46%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	39%	46%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	69%	68%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	60%	64%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	53%	☼	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

☼ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Virginia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-15%	6%	5%
30. Reduced teacher victimization? (1994)	18%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	32%	55%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

	Virginia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	22%	28%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	10%	13%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	19%	23%	↔	**	**		8-37%	12-50%	16%	22%

KEY

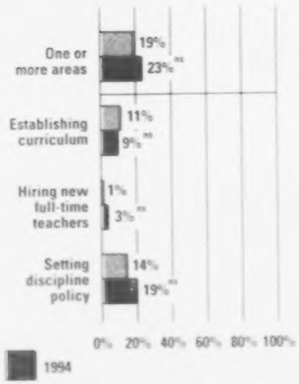
↑ Significant progress

↓ Significant decline

↔ Change is not significant

Parent-School Partnerships

Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

[†] Median is the middle score in a set of ranked scores.

** Indicators are not the same at the national and state level.

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

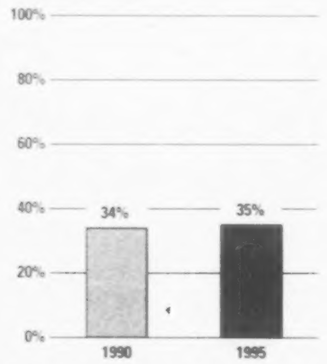
See Appendix C for technical notes and sources.

WASHINGTON

	Washington			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	34%	35%	↓	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	79%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	53	55	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	773	827	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	43	52	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	87%	87%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1994) •	27%	—		30%	—		8-41%	—	27%	—
9. Increased mathematics achievement •										
• in Grade 4? (1996)	21%	—		21%	—		3-31%	—	20%	—
• in Grade 8? (1996)	26%	—		24%	—		5-34%	—	22%	—
10. Increased science achievement in Grade 8? (1996)	27%	—		29%	—		5-41%	—	27%	—

Children's Health Index

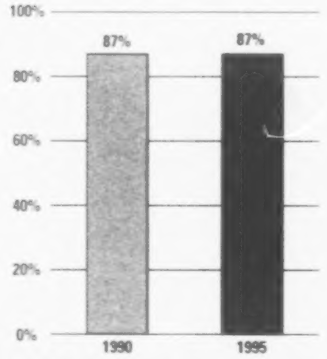
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.

[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores

* Comparable national data are not available

— Data not available. See Appendix A.

• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

	Washington			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)*	35	48	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	65%	61%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	95%	↓	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	89%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	23%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	20%	23%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

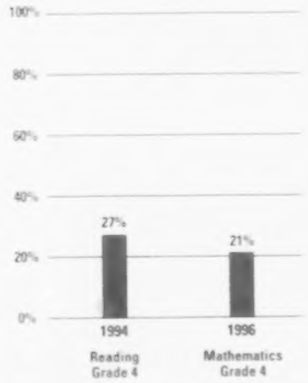
KEY

↑ Significant progress

↓ Significant decline

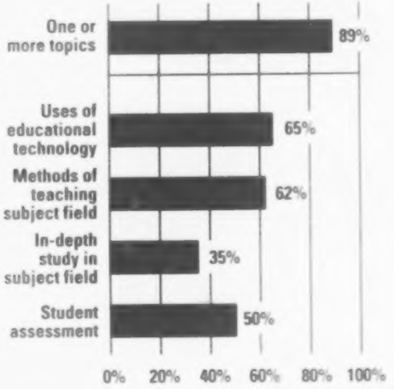
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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† Median is the middle score in a set of ranked scores.

* See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

** This information had not been released when the 1997 Goals Report went to print.

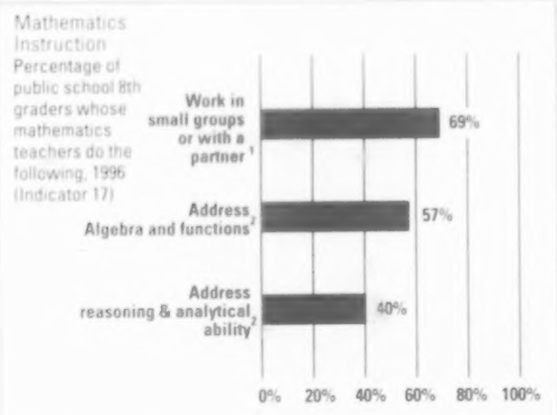
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

WASHINGTON

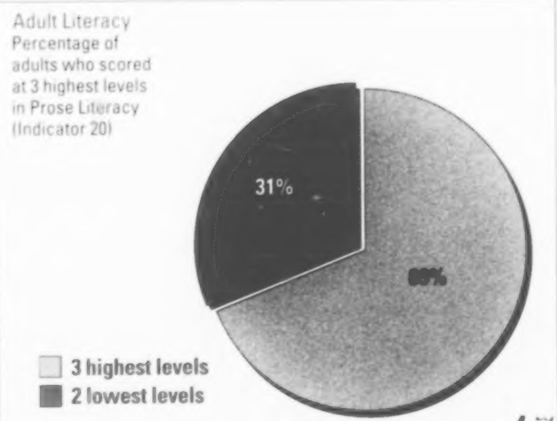
	Washington			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	69%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	57%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	40%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	42%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	38%	39%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	36%	38%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	69%	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	71%	75%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	64%	69%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	58%	57%	✳	**	**		33-68%	37-71%	53%	55%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant


Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)

[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.


Adult Literacy
Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)

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† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

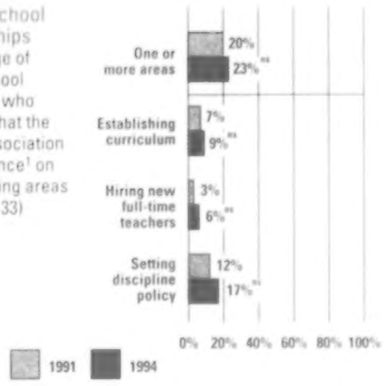
BEST COPY AVAILABLE

	Washington			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995) •	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995) •	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995) •	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995) •	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995) •	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995) •	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	16%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	39%	45%	↔	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	22%	25%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	16%	15%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	20%	23%	↔	**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

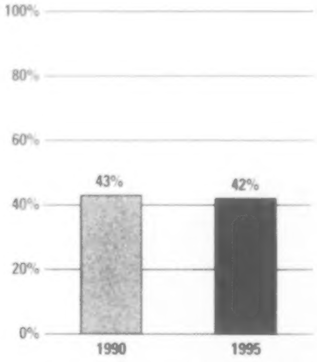
ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

WEST VIRGINIA

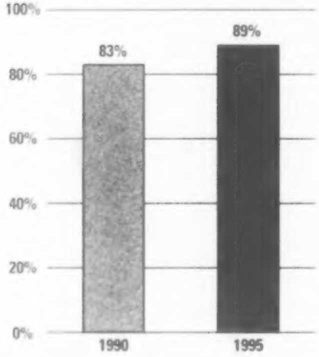
	West Virginia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	43%	42%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	66%	72%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	71	79	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	734	820	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	43	74	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	83%	89%	↑	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	25%	26%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	12%	19%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	9%	14%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	21%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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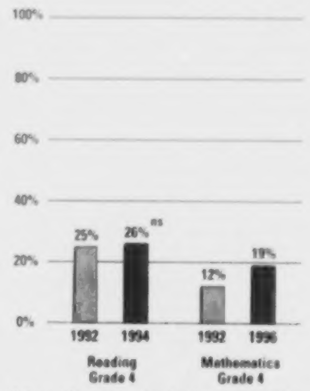
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	West Virginia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	21	40	↑	55	85	↑	9-177	18-223	41	65~
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	66%	60%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	88%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	8%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	16%	15%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.~	—	—		—	—		—	—	—	—

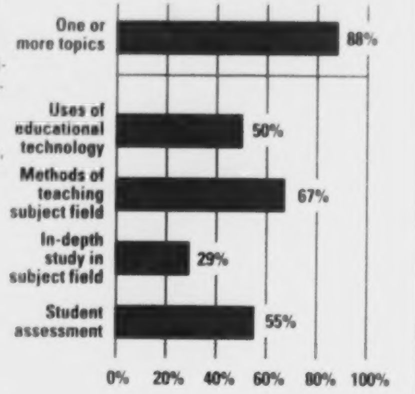
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



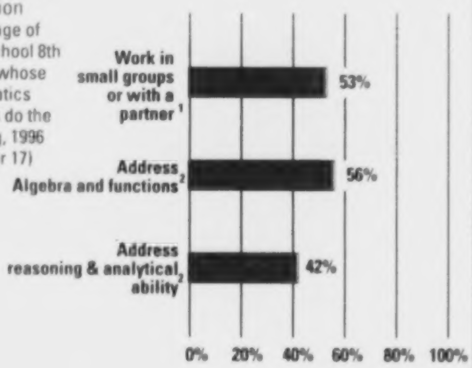
KEY
- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
~ This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

WEST VIRGINIA

	West Virginia			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	53%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	56%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	42%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	29%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	32%	40%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	31%	29%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	37%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	65%	65%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	53%	58%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	49%	50%	✳	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
✳ Sample size does not permit a reliable estimate of change.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

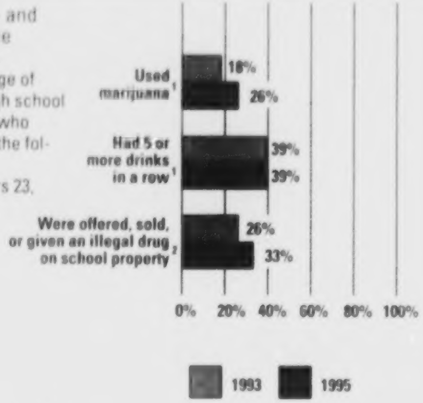
	West Virginia			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993, 1995)•	18%	26%	↓	**	**		7-21%	7-32%	14%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	39%	39%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	26%	33%	↓	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	8%	7%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	17%	14%	↔	**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)•	14%	12%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	4%	5%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	13%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	32%	43%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	23%	27%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	12%	12%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	16%	17%	↔	**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

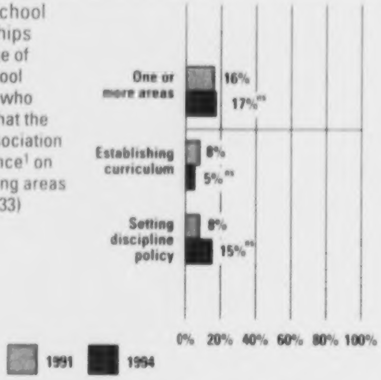
† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days
[2] During the past 12 months

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

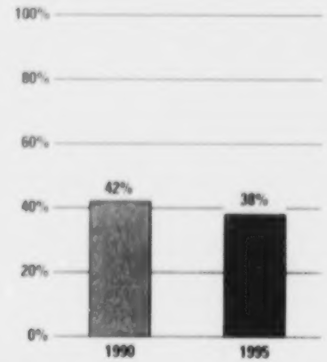
WISCONSIN

	Wisconsin			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	42%	38%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	76%	78%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	59	60	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	817	834	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	49	62	↑	•	•		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	93%	93%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	33%	35%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	24%	27%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	23%	32%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	39%	—		29%	—		5-41%	—	27%	—

KEY

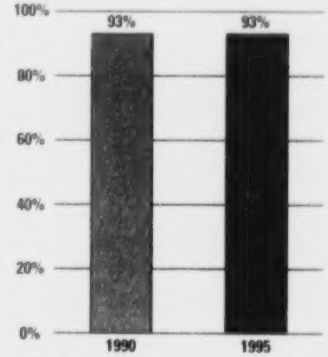
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.

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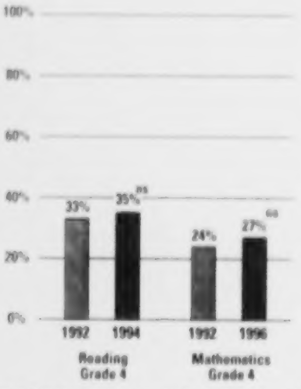
† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Wisconsin			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	25	65	↑	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	79%	63%	↓	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	98%	97%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	84%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	7%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	12%	18%	↑	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

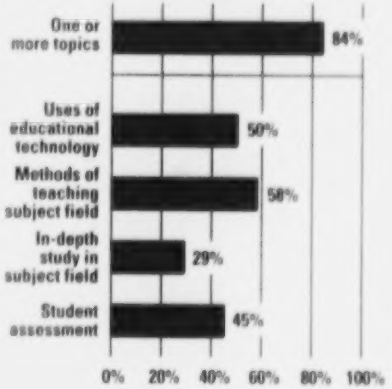
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.
ns Interpret with caution. Change was not statistically significant.

Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



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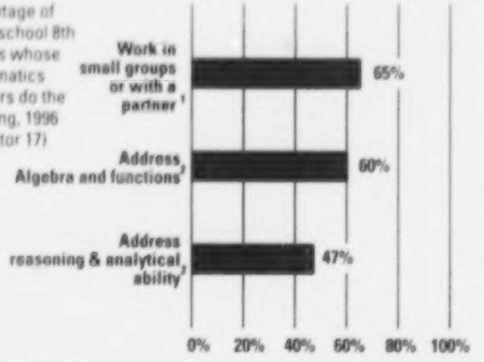
† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
** This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

WISCONSIN

	Wisconsin			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	65%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	60%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	47%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	25%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	41%	43%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	39%	37%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	36%	37%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	86%	85%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	71%	76%	↑	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	62%	60%	⁕	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

⁕ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

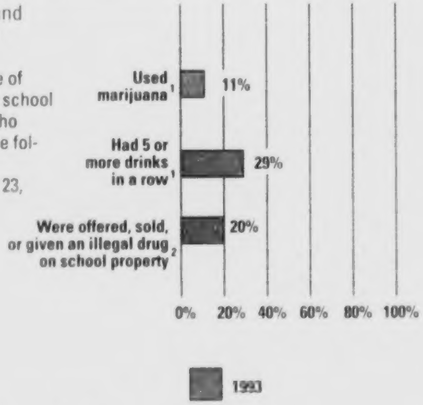
See Appendix C for technical notes and sources.

	Wisconsin			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1993)•	11%	—		**	**		7-21%	—	14%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1993)•	29%	—		**	**		9-44%	—	28%	—
25. Reduced availability of drugs on school property? (1993)•	20%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993)•	8%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993)•	16%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993)•	9%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993)•	6%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	15%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	41%	51%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	19%	21%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	9%	9%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	11%	21%	↑	**	**		8-37%	12-50%	16%	22%

KEY

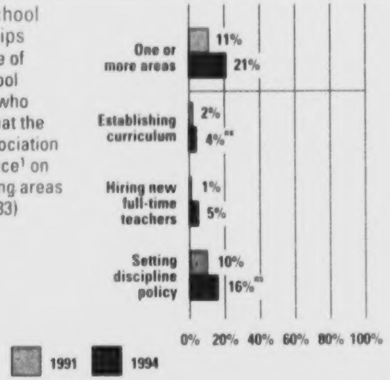
↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence[1] on the following areas (Indicator 33)



[1] On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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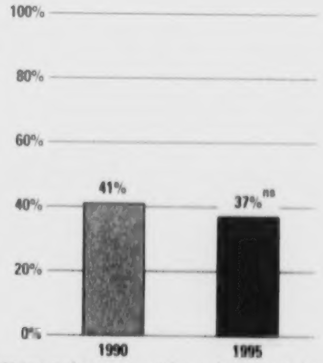
WYOMING

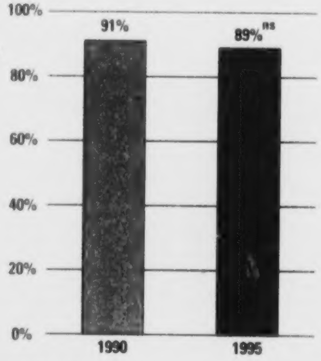
	Wyoming			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	41%	37%	↔	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	78%	79%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	74	74	↔	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	806	831	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	54	76	↑	*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	91%	89%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	33%	32%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	19%	19%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	19%	22%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	34%	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.
ns Interpret with caution. Change was not statistically significant.

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (Indicator 6)



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
ns Interpret with caution. Change was not statistically significant.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

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	Wyoming baseline	Wyoming update	Wyoming progress?	U.S. baseline	U.S. update	U.S. progress?	Range of State Scores baseline	Range of State Scores update	Median Scores† baseline	Median Scores† update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	20	18	↓	55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	69%	72%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	99%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	85%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	13%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	13%	15%	↔	22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[**]	—	—		—	—		—	—	—	—

KEY

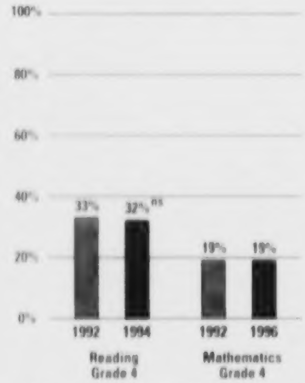
↑ Significant progress

↓ Significant decline

↔ Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
** This information had not been released when the 1997 Goals Report went to print.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

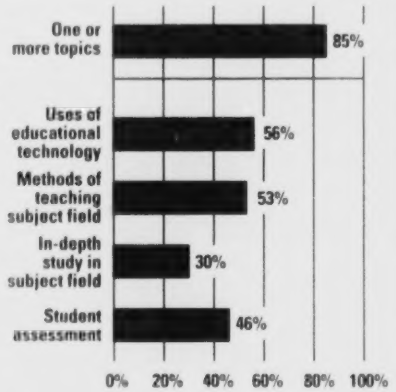
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

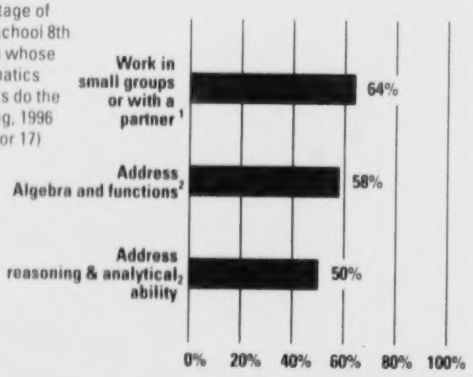
Professional Development
Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



WYOMING

	Wyoming			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	64%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	58%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	50%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	41%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	40%	45%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	43%	40%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	35%	38%	↑	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	68%	69%	↔	70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	62%	65%	↔	61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	47%	53%	☼	**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week

[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

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† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

☼ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

	Wyoming			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1995) •	22%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	39%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	24%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	7%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	17%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	14%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	3%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	11%	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	28%	39%	↓	37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	15%	17%	↔	**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	7%	10%	↔	**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	16%	19%	↔	**	**		8-37%	12-50%	16%	22%

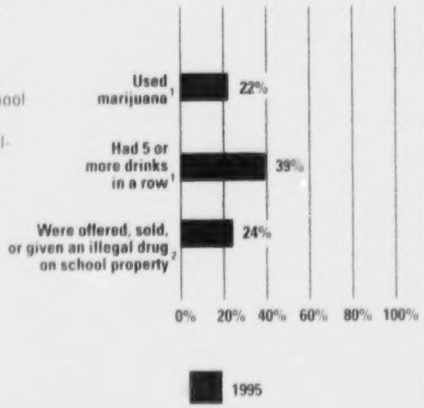
KEY

↑ Significant progress

↓ Significant decline

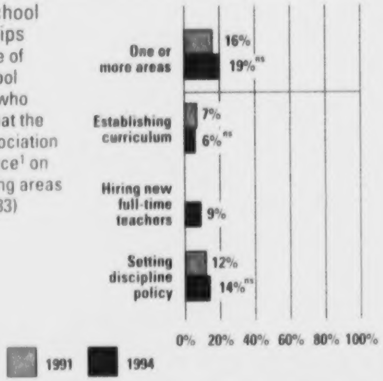
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



¹ During the past 30 days
² During the past 12 months

Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence¹ on the following areas (Indicator 33)



¹ On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

† Median is the middle score in a set of ranked scores
** Indicators are not the same at the national and state level
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

AMERICAN SAMOA

	American Samoa			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	—	—		75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	—	—		70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	—	—		758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	—	—		*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	—	—		86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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	American Samoa			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[#]	—	—		55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	—	—		66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	—	—		94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	—	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	—	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	—	—		22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[×]	—	—		—	—		—	—	—	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.

[#] See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[×] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

AMERICAN SAMOA

	American Samoa			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	—	—		39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	—	—		39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	—	—		35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	—	—		70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	—	—		61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	—	—		**	**		33-68%	37-71%	53%	55%

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

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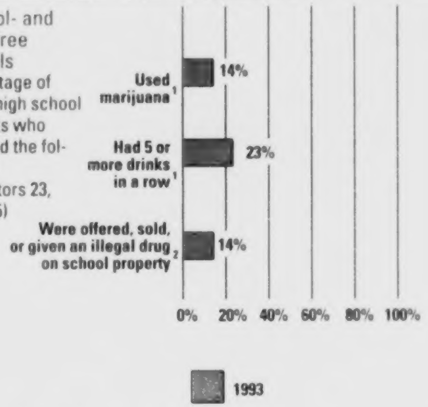
† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	American Samoa			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1993) •	14%	—		**	**		7-21%	—	14%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1993) •	23%	—		**	**		9-44%	—	28%	—
25. Reduced availability of drugs on school property? (1993) •	14%	—		**	**		11-31%	—	22%	—
26. Reduced students threatened or injured with a weapon while on school property? (1993) •	15%	—		**	**		6-15%	—	8%	—
27. Reduced physical fights on school property? (1993) •	39%	—		**	**		13-39%	—	16%	—
28. Reduced students carrying weapons on school property? (1993) •	14%	—		**	**		8-18%	—	12%	—
29. Reduced students not feeling safe at school? (1993) •	23%	—		**	**		3-23%	—	6%	—
30. Reduced teacher victimization? (1994)	—	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	—	—		37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	—	—		**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	—	—		**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	—	—		**	**		8-37%	12-50%	16%	22%

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

---

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

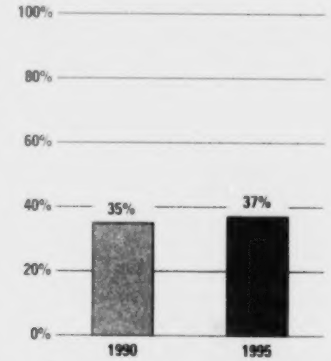
GUAM

	Guam			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	35%	37%	↓	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	—	—		75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	72	77	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	669	701	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	—	—		*	*		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	—	—		86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	8%	8%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	5%	3%	↔	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	4%	6%	↔	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	7%	—		29%	—		5-41%	—	27%	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

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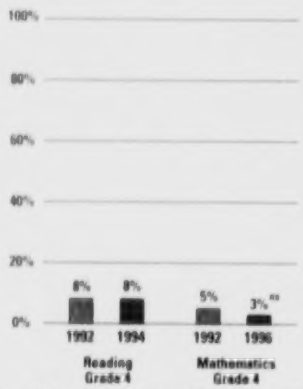
† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Guam			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	—	—		55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	—	—		66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	—	—		94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	—	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	—	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	—	—		22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.∞	—	—		—	—		—	—	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading and mathematics (Indicators 8 & 9)



[1] A complete description of the performance standard can be found in Appendix C.

ns Interpret with caution. Change was not statistically significant.

KEY

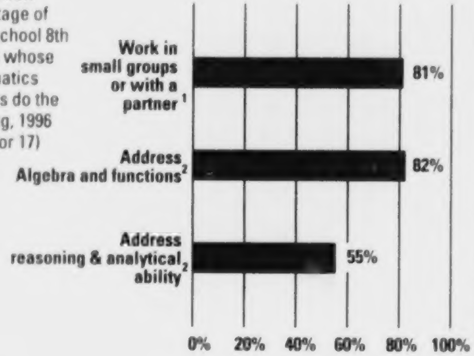
↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores
° See Table 8 for the numbers for each subject area
— Data not available. See Appendix A.
∞ This information had not been released when the 1997 Goals Report went to print
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

GUAM

	Guam			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	81%	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	82%	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	55%	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	8%	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	26%	15%	↓	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	—	—		39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	24%	13%	↓	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	—	—		70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	—	—		61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	—	—		**	**		33-68%	37-71%	53%	55%

Mathematics Instruction
Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)



[1] At least once a week.
[2] On a 4-point scale from "none" to "a lot," defined as a response to the top point.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

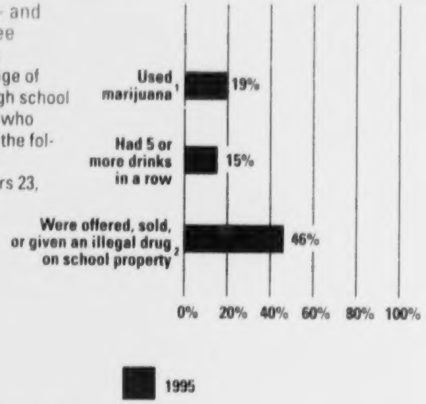
† Median is the middle score in a set of ranked scores
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level
See pages 72-75 for a Guide to Reading the State Pages
See Appendix C for technical notes and sources

	Guam			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1995) •	19%	—		**	**		7-32%	—	23%	—
24. Reduced alcohol use (more than 5 drinks in a row)? (1995) •	15%	—		**	**		13-43%	—	31%	—
25. Reduced availability of drugs on school property? (1995) •	46%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	9%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	16%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	7%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	11%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	—	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	—	—		37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	—	—		**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	—	—		**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	—	—		**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

NORTHERN MARIANAS

	Northern Marianas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 **Ready to Learn**										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	—	—		75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	—	—		70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	—	—		758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	—	—		•	•		16-68	16-92	38	47
GOAL 2 **School Completion**										
6. Increased high school completion rate? (1990, 1995)	—	—		86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		•	•		3-12%	3-10%	5%	5%
GOAL 3 **Student Achievement and Citizenship**										
8. Increased reading achievement in Grade 4? (1992, 1994) •	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

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† Median is the middle score in a set of ranked scores.
• Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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See Appendix C for technical notes and sources.

	Northern Mariánas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. **Increased** the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	—	—		55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. **Increased** the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	—	—		66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	—	—		94%	93%	↓	91-100%	89-100%	98%	97%
13. **Increased** the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	—	—		85%	—		76-98%	—	86%	—
14. **Increased** the percentage of public school teachers with training to teach limited English-proficient students? (1994)	—	—		16%	—		4-81%	—	16%	—
15. **Increased** the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	—	—		22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. **International** comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores.
° See Table 8 for the numbers for each subject area.
— Data not available. See Appendix A.
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NORTHERN MARIANAS

GOAL 5 Mathematics and Science (continued)

	Northern Marianas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	—	—		39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	—	—		39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	—	—		35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Northern Marianas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	—	—		70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	—	—		61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	—	—		**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

522

523

† Median is the middle score in a set of ranked scores.
— Data not available. See Appendix A.
** Indicators are not the same at the national and state level.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Northern Marianas			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools										
23. Reduced marijuana use? (1991, 1995)*	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)*	—	—		**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1993, 1995)*	—	—		**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)*	—	—		**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)*	—	—		**	**		13-39%	12-19%	16%	15%
28. Reduced students carrying weapons on school property? (1993, 1995)*	—	—		**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)*	—	—		**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	—	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	—	—		37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 Parental Participation										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	—	—		**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	—	—		**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	—	—		**	**		8-37%	12-50%	16%	22%

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

---

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
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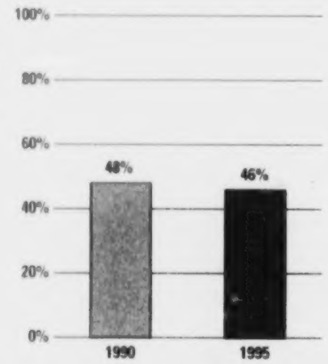
PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	48%	46%	↑	37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	—	—		75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	91	101	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	711	770	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	—	—		*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	—	—		86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994) •	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994) •	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement •										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	—	—		15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

Children's Health Index
Percentage of infants born with 1 or more health risks[1] (Indicator 1)



KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

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[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

† Median is the middle score in a set of ranked scores.
* Comparable national data are not available
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
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See Appendix C for technical notes and sources.

	Puerto Rico			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)°	—	—		55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	—	—		66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	—	—		94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	—	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	—	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	—	—		22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.**	—	—		—	—		—	—	—	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

---

† Median is the middle score in a set of ranked scores

° See Table 8 for the numbers for each subject area

— Data not available. See Appendix A

** This information had not been released when the 1997 Goals Report went to print

See pages 72-75 for a Guide to Reading the State Pages

See Appendix C for technical notes and sources

PUERTO RICO

	Puerto Rico			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 5 **Mathematics and Science (continued)**										
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	31%	32%	↑	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	31%	32%	↑	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	29%	29%	↔	35%	37%	↑	23-46%	13-47%	33%	36%
GOAL 6 **Adult Literacy and Lifelong Learning**										
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	—	—		70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	—	—		61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	—	—		**	**		33-68%	37-71%	53%	55%

KEY

↑	Significant progress
↓	Significant decline
↔	Change is not significant

† Median is the middle score in a set of ranked scores

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level

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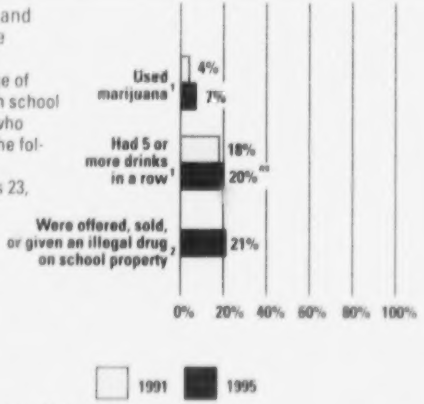
See Appendix C for technical notes and sources

	Puerto Rico			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 7 **Safe, Disciplined and Alcohol- and Drug-free Schools**										
23. Reduced marijuana use? (1991, 1995) •	4%	7%	↓	**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995) •	18%	20%	↔	**	**		17-43%	13-43%	30%	31%
25. Reduced availability of drugs on school property? (1995) •	21%	—		**	**		20-46%	—	30%	—
26. Reduced students threatened or injured with a weapon while on school property? (1995) •	4%	—		**	**		4-11%	—	8%	—
27. Reduced physical fights on school property? (1995) •	15%	—		**	**		12-19%	—	15%	—
28. Reduced students carrying weapons on school property? (1995) •	7%	—		**	**		7-14%	—	11%	—
29. Reduced students not feeling safe at school? (1995) •	16%	—		**	**		3-16%	—	5%	—
30. Reduced teacher victimization? (1994)	—	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	—	—		37%	46%	↓	23-60%	33-65%	37%	47%
GOAL 8 **Parental Participation**										
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	—	—		**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	—	—		**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	—	—		**	**		8-37%	12-50%	16%	22%

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



[1] During the past 30 days.
[2] During the past 12 months.
[ns] Interpret with caution. Change was not statistically significant.

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† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
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VIRGIN ISLANDS

	Virgin Islands			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born in the state with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	—	—		75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	93	94	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	469	560	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	—	—		*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	—	—		86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	—	—		29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	—	—		18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1992)	1%	1%	↔	15%	21%	↑	1-27%	1-31%	15%	18%
10. Increased science achievement in Grade 8? (1996)	—	—		29%	—		5-41%	—	27%	—

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

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† Median is the middle score in a set of ranked scores.
* Comparable national data are not available.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

	Virgin Islands			U.S.			Range of State Scores		Median Scores[†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 3 **Student Achievement and Citizenship (continued)**										
11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997)[°]	—	—		55	85	↑	9-177	18-223	41	65
GOAL 4 **Teacher Education and Professional Development**										
12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	—	—		66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	—	—		94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	—	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	—	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	—	—		22%	27%	↑	6-42%	7-48%	20%	23%
GOAL 5 **Mathematics and Science**										
16. International comparisons in mathematics and science will be reported in future Goals Panel reports.[∞]	—	—		—	—		—	—	—	—

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

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† Median is the middle score in a set of ranked scores.

° See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

∞ This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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VIRGIN ISLANDS

GOAL 5 Mathematics and Science (continued)

	Virgin Islands			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
17. Increased the percentage of public school 8th graders whose mathematics teachers										
• have students work in small groups? (1996)	—	—		66%	—		45-92%	—	67%	—
• address Algebra and functions? (1996)	—	—		57%	—		45-82%	—	58%	—
• address reasoning and analytical ability? (1996)	—	—		52%	—		39-64%	—	48%	—
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	—	—		30%	—		7-54%	—	30%	—
19. Increased mathematics and science degrees awarded to										
• all students? (1991, 1995)	25%	25%	↔	39%	42%	↑	25-49%	15-53%	39%	42%
• minority (Black, Hispanic, American Indian/Alaskan Native) students? (1991, 1995)	23%	22%	↓	39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	23%	13%	↓	35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

	Virgin Islands			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
20. Increased adult literacy? (1992)	—	—		52%	—		46-77%	—	53%	—
21. Increased the percentage of U.S. citizens										
• registered to vote? (1988, 1992)	—	—		70%	73%	↑	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	—	—		61%	66%	↑	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	—	—		**	**		33-68%	37-71%	53%	55%

KEY

↑ Significant progress

↓ Significant decline

↔ Change is not significant

538

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† Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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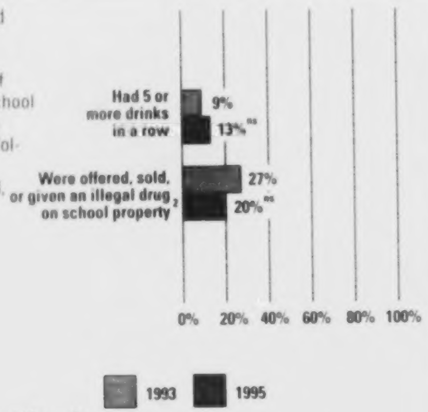
GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

	Virgin Islands			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
23. Reduced marijuana use? (1991, 1995)•	—	—		**	**		4-18%	7-32%	10%	23%
24. Reduced alcohol use (more than 5 drinks in a row)? (1993, 1995)•	9%	13%	↔	**	**		9-44%	13-43%	28%	31%
25. Reduced availability of drugs on school property? (1993, 1995)•	27%	20%	↔	**	**		11-31%	20-46%	22%	30%
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	12%	11%	↔	**	**		6-15%	4-11%	8%	8%
27. Reduced physical fights on school property? (1993, 1995)•	15%	15%	↔	**	**		13-39%	12-19%	16%	15 %
28. Reduced students carrying weapons on school property? (1993, 1995)•	12%	10%	↔	**	**		8-18%	7-14%	12%	11%
29. Reduced students not feeling safe at school? (1993, 1995)•	9%	12%	↔	**	**		3-23%	3-16%	6%	5%
30. Reduced teacher victimization? (1994)	—	—		15%	—		8-26%	—	14%	—
31. Reduced student disruptions? (1991, 1994)	—	—		37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

	Virgin Islands			U.S.			Range of State Scores		Median Scores†	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
32. Decreased schools with minimal parental involvement										
• Teacher's perspective? (1991, 1994)	—	—		**	**		9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	—	—		**	**		4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	—	—		**	**		8-37%	12-50%	16%	22%

Alcohol- and Drug-free Schools
Percentage of public high school students who reported the following (Indicators 23, 24, & 25)



2 During the past 12 months.
ns Interpret with caution. Change was not statistically significant.

KEY

↑ Significant progress
↓ Significant decline
↔ Change is not significant

† Median is the middle score in a set of ranked scores.
** Indicators are not the same at the national and state level.
— Data not available. See Appendix A.
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.
See pages 72-75 for a Guide to Reading the State Pages.
See Appendix C for technical notes and sources.

Table 8:

Advanced Placement (AP) Performance

Number of AP examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders): (1991, 1997)

	English		Mathematics		Science		Foreign Languages		Civics & Government		Economics		Fine Arts		History	
	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update
Alabama	12	16	4	7	3	7	1	1	2	5	1	3	1	1	7	10
Alaska	21	26	10	13	6	7	1	1	5	6	4	4	2	2	9	8
Arizona	12	16	7	8	6	9	4	7	4	7	1	2	1	2	7	10
Arkansas	6	12	3	4	2	4	<1	<1	<1	1	0	<1	<1	1	3	6
California	23	31	14	18	12	19	14	22	6	10	2	5	2	4	16	21
Colorado	23	28	12	13	12	14	6	7	1	2	<1	2	1	1	17	20
Connecticut	21	34	15	20	16	28	10	14	1	2	3	6	2	3	16	25
Delaware	18	30	14	20	13	22	5	7	4	4	<1	1	<1	2	19	22
District of Columbia	29	44	27	35	34	49	26	27	10	9	4	7	4	6	43	46
Florida	23	31	12	12	10	13	10	11	5	5	2	4	4	4	16	16
Georgia	16	23	8	10	6	13	1	2	3	5	<1	3	1	2	14	16
Hawaii	22	25	19	18	16	22	2	2	3	3	5	4	1	1	18	16
Idaho	11	12	6	6	5	8	<1	1	2	4	<1	<1	<1	1	4	8
Illinois	14	23	12	18	12	20	5	7	3	4	2	4	1	1	12	16
Indiana	5	14	6	9	5	9	1	1	1	1	1	1	<1	<1	3	3
Iowa	8	13	3	7	2	4	<1	1	1	2	1	2	<1	<1	3	5
Kansas	8	10	4	5	2	3	1	1	2	3	<1	<1	<1	<1	4	6
Kentucky	10	15	5	8	4	7	1	2	1	2	<1	<1	<1	1	8	11

Note: Due to rounding, the numbers in the table may not add to the total number of AP examinations reported in Indicator 11.

	English		Mathematics		Science		Foreign Languages		Civics & Government		Economics		Fine Arts		History	
	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update
Louisiana	7	10	3	3	2	3	1	1	1	1	<1	<1	<1	<1	4	5
Maine	15	29	5	12	6	14	2	3	1	2	1	2	1	2	7	16
Maryland	22	36	15	23	15	26	8	9	4	6	1	3	2	3	22	26
Massachusetts	21	36	16	23	14	27	9	14	1	2	2	3	2	3	17	28
Michigan	14	22	9	12	7	15	2	3	2	4	<1	1	1	1	7	10
Minnesota	7	14	5	11	2	5	1	2	2	2	1	2	<1	1	5	8
Mississippi	8	13	2	3	2	3	<1	<1	1	2	0	<1	<1	<1	4	4
Missouri	7	10	4	6	3	7	1	2	1	2	<1	1	<1	1	6	8
Montana	9	16	2	5	2	5	<1	1	3	6	0	<1	2	1	9	8
Nebraska	10	12	3	5	2	4	<1	<1	1	1	1	1	<1	<1	8	8
Nevada	13	19	6	8	4	6	3	4	6	9	<1	1	<1	1	6	9
New Hampshire	15	25	13	17	8	17	4	6	1	2	<1	<1	1	1	9	15
New Jersey	20	35	16	22	16	32	7	11	2	4	2	4	1	3	17	27
New Mexico	15	18	9	7	6	7	4	4	1	2	1	0	1	1	6	5
New York	22	31	18	22	20	33	9	13	4	7	2	4	2	3	21	31
North Carolina	16	32	9	16	7	18	2	4	<1	2	<1	<1	1	2	13	26
North Dakota	5	7	3	3	3	5	<1	<1	<1	1	1	1	0	<1	2	2
Ohio	11	18	6	11	5	10	2	3	2	5	1	1	1	1	8	11
Oklahoma	8	12	4	5	3	6	1	1	1	3	<1	1	<1	1	3	5
Oregon	13	16	6	7	5	8	2	3	1	1	1	2	<1	<1	11	10
Pennsylvania	14	21	8	12	7	12	2	3	2	3	1	2	<1	1	10	15

Note: Due to rounding, the numbers in the table may not add to the total number of AP examinations reported in Indicator 11.

Table 8: (continued)

	English		Mathematics		Science		Foreign Languages		Civics & Government		Economics		Fine Arts		History	
	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update	baseline	update
Rhode Island	18	24	10	9	7	13	4	6	1	2	1	2	1	2	15	20
South Carolina	21	31	14	17	12	16	1	1	2	4	1	2	3	5	16	19
South Dakota	3	10	2	4	1	5	0	<1	<1	2	0	<1	<1	<1	2	5
Tennessee	14	18	7	10	6	10	1	2	2	3	1	1	2	2	10	15
Texas	13	32	6	9	4	9	3	8	2	5	2	4	<1	2	4	9
Utah	33	40	23	25	22	26	3	3	6	7	1	2	9	14	36	35
Vermont	18	25	9	9	9	18	4	4	0	<1	0	0	1	1	10	11
Virginia	25	33	16	20	12	22	8	10	16	30	1	2	2	4	21	28
Washington	13	17	7	10	3	6	2	2	1	2	<1	<1	<1	<1	9	11
West Virginia	9	20	4	6	3	5	<1	<1	<1	1	<1	<1	1	1	3	6
Wisconsin	7	21	6	12	4	10	1	2	1	3	1	5	<1	1	5	11
Wyoming	9	6	7	7	1	2	<1	1	1	1	0	<1	0	1	1	1
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Northern Marianas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Virgin Islands	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
U.S.	16	24	10	13	9	15	5	7	3	5	1	3	1	2	11	16
Range of State Scores	3-33	6-44	2-27	3-35	1-34	2-49	0-26	<1-27	0-16	<1-30	0-5	0-7	0-9	<1-14	1-43	1-46
Median Scores	14	21	7	10	6	10	2	3	2	3	1	2	1	1	9	11

Note: Due to rounding, the numbers in the table may not add to the total number of AP examinations reported in Indicator 11.
— Data not available.

Appendices

2000

1997

Appendix A:
Data Collection Schedules

Table A-1

Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
1. Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
2. Immunizations					X	X	X	X	X	X	X
3. Family-Child Reading and Storytelling				X		X	X			X	
4. Preschool Participation		X		X		X	X			X	
5. High School Completion	X	X	X	X	X	X	X	X	X	X	X
6. Reading Achievement[2]	X		X		X				X		
7. Writing Achievement[2,3]	X		X						X		
8. Mathematics Achievement[2]	X		X				X				X
9. Science Achievement[2]	X						X				X
10. History Achievement[2]					X						
11. Geography Achievement[2]					X						
12. Teacher Preparation		X			X						X
13. Teacher Professional Development					X						X
14. International Mathematics Achievement[4]						X				X	
15. International Science Achievement[4]						X				X	
16. Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X
17. Adult Literacy			X								
18. Participation in Adult Education		X				X				X	
19. Participation in Higher Education											
College Enrollment	X	X	X	X	X	X	X	X	X	X	X
College Completion			X	X	X	X	X	X	X	X	X
20. Overall Student Drug and Alcohol Use											
Drugs		X	X	X	X	X	X	X	X	X	X
Alcohol				X	X	X	X	X	X	X	X

Table A-1 (continued)
Data Collection Schedule for Core Indicators at the National Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
21. Sale of Drugs at School			X	X	X	X	X	X	X	X	X
22. Student and Teacher Victimization (student, teacher reports)		S,T	S	S	S,T	S	S	S	S	S	S,T
23. Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S	S	S,T
24. Schools' Reports of Parent Attendance at Parent-Teacher Conferences							X				
25. Schools' Reports of Parent Involvement in School Policy Decisions							X				
26. Parents' Reports of Their Involvement in School Activities				X			X			X	

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[1] Table prepared August 1997.

[2] The National Assessment of Educational Progress (NAEP) is administered in Grades 4, 8, and 12. Student achievement levels have been established for the reading (1992, 1994), mathematics (1990, 1992, 1996), science (1996), history (1994), and geography (1994) assessments. An arts assessment that covers four subject areas was administered in 1997 for Grade 8 only. Assessments scheduled for 1998 have been approved. These include reading, writing, and civics. Preliminary decisions have been made for 2000, subject to continuing legislative authority. Assessments proposed for 2000 include mathematics and science. There are no current plans to administer NAEP assessments in foreign languages or economics by the year 2000.

[3] In 1990 and 1992, student achievement levels were not established. However, in 1992, a Writing Portfolio Study was conducted. These data are presented in Exhibit 7.

[4] International achievement results for Grade 12 had not been released when the *1997 Goals Report* went to print. There are plans to collect data on international mathematics and science achievement of 8th graders again in 1999.

This table updates information presented in the 1996 Goals Report.

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Table A-2

Data Collection Schedule for Indicators at the State Level[1]

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
1. Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
2. Immunizations					X	X	X	X	X	X	X
3. Low Birthweight	X	X	X	X	X	X	X	X	X	X	X
4. Early Prenatal Care	X	X	X	X	X	X	X	X	X	X	X
5. Preschool Programs for Children with Disabilities		X	X	X	X	X	X	X	X	X	X
6. High School Completion	X	X	X	X	X	X	X	X	X	X	X
7. High School Dropout Rates			X	X	X	X	X	X	X	X	X
8. Reading Achievement[2]											
Grade 4			X		X				X		
Grade 8									X		
9. Mathematics Achievement[2]											
Grade 4			X				X				X
Grade 8	X		X				X				X
10. Science Achievement[2]											
Grade 4											X
Grade 8							X				X
11. Advanced Placement Performance		X	X	X	X	X	X	X	X	X	X
12. Teacher Preparation		X			X						X
13. Teacher Professional Development					X						X
14. Preparation to Teach Limited English Proficient Students					X						X
15. Teacher Support		X			X						X
16. International Mathematics and Science Achievement							X				
17. Mathematics Instructional Practices							X				X
18. Mathematics Resources							X				X

Table A-2 (continued)

Data Collection Schedule for Indicators at the State Level[1]

Indicator	**1990**	**'91**	**'92**	**'93**	**'94**	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**
19. Mathematics and Science Degrees		X	X	X	X	X	X	X	X	X	X
20. Adult Literacy			X								
21. Voter Registration and Voting			X				X				X
22. Participation in Higher Education			X		X		X		X		X
23. Student Marijuana Use		X		X		X		X		X	
24. Student Alcohol Use		X		X		X		X		X	
25. Availability of Drugs on School Property				X		X		X		X	
26. Student Victimization				X		X		X		X	
27. Physical Fights				X		X		X		X	
28. Carrying a Weapon				X		X		X		X	
29. Student Safety				X		X		X		X	
30. Teacher Victimization					X						X
31. Disruptions in Class by Students		X			X						X
32. Parent Involvement in School (teacher, principal reports)		T,P			T,P						T,P
33. Influence of Parent Associations		X			X						X

---

[1] Table prepared August 1997.

[2] Student achievement levels have been established for the reading (1992, 1994), mathematics (1990, 1992, 1996), and science (1996) assessments. Assessments scheduled for 1998 have been approved. At the state level, these include reading (Grades 4 and 8) and writing (Grade 8). Preliminary decisions have been made for 2000, subject to continuing legislative authority. State-level assessments proposed for 2000 include mathematics (Grades 4 and 8) and science (Grades 4 and 8). There are no current plans to administer state-level NAEP assessments in foreign languages, civics, economics, arts, history, or geography by the year 2000.

This table updates information presented in the 1996 Goals Report.

Appendix B:
Technical Notes and Sources for the National Core Indicators

General Information

Process of Choosing the Core Indicators

The core indicators were selected with the assistance of members of the Goals Panel's Resource and Technical Planning Groups, who were asked to recommend a small set of indicators for the core that were, to the extent possible:

- comprehensive across the Goals;
- most critical in determining whether the Goals are actually achieved;
- policy-actionable, so that policymakers and the public will have a better understanding of what they can do to improve education performance; and
- updated at frequent intervals, so that the Panel can provide regular progress reports.

It is important to understand that the indicators selected for the core are not necessarily the ideal measures of progress, nor are they all policy-actionable. They do represent, however, the best currently available measures at the national and the state levels.

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates.

The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a,b} = \sqrt{se_a^2 + se_b^2}$$

To compare changes in between-group differences (groups "a" and "b") over time (years "1" and "2"), we approximate the standard error of the difference as:

$$se = \sqrt{se_{a_1}^2 + se_{b_1}^2 + se_{a_2}^2 + se_{b_2}^2}$$

This method overestimates the standard error because it does not account for covariance (the covariance figures were not available). Because of this overestimation, the approach is conservative; that is, one is less likely to obtain significant results.

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently; when respondents must estimate values; when coders, keyers, and other processors handle answers differently; when persons who should be included in the universe are not; or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and, thus, an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1995 health index varied from a high of 99.81 to a low of 69.24. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1991, 1992, 1993, and 1994; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990. These states and the territories are not included in the U.S. total. New Hampshire was included in the U.S. total but not in the race/ethnicity totals because the state does not collect information on Hispanic origin. Minority populations may be underrepresented due to the exclusion of the four states (five states in 1990), particularly California and New York; therefore, the risk factors by race/ethnicity should be interpreted with caution.

The National Center for Health Statistics notes that alcohol use during pregnancy, which is one of the measures used to calculate the Children's Health Index, is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990, 1991, 1992, 1993, 1994, and 1995 birth certificate data needed to produce the index, July 1997.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control collected data on immunization using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

Sources: 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 619; unpublished tabulations from Abt Associates, July 1997.

1995 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, February 28, 1997, 177.

1996 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, July 25, 1997, 658; unpublished tabulations from Abt Associates, July 1997.

3. Family-Child Reading and Storytelling

The population estimates for the National Household Education Survey (NHES) cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:93 was established as of January 1, 1993; age from the NHES:95 was established as of December 31, 1994; and age from the NHES:96 was established as of December 31, 1995.

In the NHES:93, information on daily reading was collected using two approaches with split-half samples. The two approaches did not result in significantly different estimates for daily reading among 3- to 5-year-old preschoolers. A combined measure using both items for NHES:93 is included in this report.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

4. Preschool Participation

The population estimates for the NHES cover 3- to 5-year-old children who are not yet enrolled in kindergarten. Age from the NHES:91 was established as of January 1, 1991; age from the NHES:93 was established as of January 1, 1993; age from the NHES:95 was established as of December 31, 1994; and age from the NHES:96 was established as of December 31, 1995. Preschool participation includes children enrolled in any center-based program.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Early Childhood Component, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Readiness Interview, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Program Participation Interview, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

Goal 2: School Completion

5. High School Completion

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance).

For more information on explanations for disparities in White and Hispanic rates, see Marilyn M. McMillen, Phillip Kaufman, and Steve Klein, *Dropout Rates in the United States: 1995* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1997).

Source: U.S. Department of Commerce, Bureau of the Census, 1990-1996 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., August 1997.

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data (in reading and mathematics) have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For 12th grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Only five academic subjects are presented at the national level. Thus far, student achievement levels at the national level have been established by NAGB in only five of the core subject areas — reading, mathematics, science, history, and geography. The indicators for Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

6. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Jay Campbell, Patricia Donahue, Clyde Reese, and Gary Phillips, *NAEP 1994 Reading Report Card for the Nation and the States* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

7. Writing Achievement

Although student achievement levels have not been established in writing, the data presented in the Goals Report are reported against a standard and do show whether students are performing at acceptable levels.

NAEP Writing Portfolio Study, 1992

To conduct the Writing Portfolio Study, NAEP asked a nationally representative subgroup of the 4th and 8th graders who participated in the 1992 NAEP writing assessment to work with their teachers and submit three pieces of writing from their Language Arts or English classes that represented their best writing efforts. Students were asked to give special preference to pieces developed using writing process strategies such as prewriting activities, consulting with others about writing, and revising successive drafts. They were also asked to select pieces that represented different kinds of writing (i.e., narrative, informative, or persuasive).

Papers were scored according to the following Narrative Scoring Guide.

Describing a single event:

1 **Event Description.** Paper is a list of sentences minimally related or a list of sentences that all describe a single event, or a description of a setting or character.

Writing about a series of events:

2 **Undeveloped Story.** Paper is a listing of related events. More than one event is described, but with few details about setting, characters, or the events. (Usually there is no more than one sentence telling about each event.)

3 **Basic Story.** Paper describes a series of events, giving details (in at least two or three sentences) about some aspect of the story (the events, the characters' goals, or problems to be solved). But the story may be undeveloped or lack cohesion because of problems with syntax, sequencing, or events missing.

Writing about a sequence of episodes:

4 **Extended Story.** Paper describes a sequence of episodes, including details about most story elements

(i.e., setting, episodes, characters' goals, or problems to be solved). But the stories are confusing or incomplete (i.e., at the end of the story the characters' goals are ignored or problems inadequately resolved; the beginning does not match the rest of the story; the plot is weak; or the internal logic or plausibility of characters' actions is not maintained).

5 **Developed Story.** Paper describes a sequence of episodes in which most of the story elements are clearly developed (i.e., setting, episodes, characters' goals, or problems to be solved) with a simple resolution of these goals or problems at the end. The story may have one or two problems, or include too much detail, or the end may be inconsistent with the rest of the story; or the story may contain one highly developed episode with subplots.

6 **Elaborated Story.** Paper describes a sequence of episodes in which almost all story elements are well developed (i.e., setting, episodes, characters' goals, or problems to be solved). The resolution of the goals or problems at the end is elaborated. The events are presented and elaborated in a cohesive way.

Source: Claudia A. Gentile, James Martin-Rehrmann, and John H. Kennedy, *Windows into the Classroom, NAEP's 1992 Writing Portfolio Study* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995), 83 and 85.

8. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Reese, C.M., Miller, K.E., Mazzeo, J. and Dossey, J.A. *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington, DC: National Center for Education Statistics, 1997).

9. Science Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Bourque, M.L., Champagne, A. and Crissman, S. 1996 *Science Performance Standards: Achievement Results for the Nation and States, A First Look* (National Assessment Governing Board, 1997, in press).

10. History Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

According to NCES, the U.S. history results presented here for Grades 4, 8, and 12 illustrate one of the difficulties in setting achievement levels. NAGB is concerned about the discrepancy between actual student performance and the expectations for performance that are contained in the achievement levels. Simply stated, students are not performing as well on the NAEP U.S. history assessment, particularly at Grade 12, as NAGB and the many panelists and reviewers think that these students should perform. For example, most students take at least one high school course in U.S. history by the end of the 11th grade. Yet the achievement levels indicate that more than half (57%) of 12th graders are performing below the basic level, with 1% scoring at the advanced level. In contrast, data from The College Board show that about 2.4% of all graduating seniors score well enough on the Advanced Placement examination in U.S. history to be considered qualified for college credit.

Since NAEP is a cross-sectional survey of student achievement, it cannot readily identify cause-and-effect relationships to explain why students scored high or low. Although one hypothesis is that students' performance was found to be too low because the achievement levels are set too high, NAGB does not believe that this is the case. At present, validity studies on these achievement levels, conducted by American College Testing (ACT), have pointed in opposite directions — one suggested that the levels were too high, the other that they were too low. NAGB intends to look carefully at this gap between expected and actual performance, and encourages others to do so as well.

Nevertheless, there are several other hypotheses that might account for this gap between actual student scores and the achievement levels. Motivation, particularly at Grade 12, is a perennial problem in an assessment like NAEP for which there are no stakes or rewards for students to do well. (However, it is not clear why students should be less motivated in taking this history assessment than other NAEP assessments in which higher percentages of students reached the various "cutpoints.") There may be differences between what is taught in the broad array of U.S. history classes and the content of this NAEP assessment. A lack of consistency between the grade levels at which the subject is taught and the NAEP assessment of Grades of 4, 8, and 12 could account for some of this discrepancy. The judges for the 12th grade levels may have had relatively higher expectations than judges for the other grades. Finally, the difference between more conventional testing practices in some classrooms and the NAEP assessment questions may be another factor. NAEP includes a variety of questions, from multiple-choice items to open-ended tasks that require students to apply knowledge and demonstrate skills by writing their answers.

Many of these factors, or a combination of all of them, could explain the gap between standards for student performance contained in the NAGB achievement levels and the actual performance on the 1994 NAEP history assessment.

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *1994 NAEP U.S. History: A First Look* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

11. Geography Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Source: Paul L. Williams, Clyde M. Reese, Stephen Lazer, and Sharif Shakrani, *1994 NAEP World Geography: A First Look* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 4: Teacher Education and Professional Development

12. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since so few higher education institutions grant degrees in those fields.

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

13. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the

Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

14. International Mathematics Achievement

For the Third International Mathematics and Science Study (TIMSS), the following countries did not meet international guidelines at Grade 4: Australia, Austria, Hungary, Israel, Kuwait, Latvia (LSS), Netherlands, Slovenia, and Thailand.

In England, more than 10 percent of the population was excluded from testing at Grade 4. In England and Scotland, a participation rate of 75 percent of the schools and students combined for Grade 4 was achieved only after replacements for refusals were substituted.

The following countries did not meet international guidelines at Grade 8: Australia, Austria, Belgium (French), Bulgaria, Colombia, Denmark, Germany, Greece, Israel, Kuwait, Netherlands, Romania, Scotland, Slovenia, South Africa, and Thailand.

In four countries, more than 10 percent of the population was excluded from testing at Grade 8: England, Germany, Israel, and Lithuania. In Belgium (Flemish), England, Germany, Latvia (LSS), Switzerland, and the United States, a participation rate of 75 percent of the schools and students combined for Grade 8 was achieved only after replacements for refusals were substituted.

Sources: U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context*, NCES 97-198, Washington, DC: U.S. Government Printing Office, 1996.

U.S. Department of Education, National Center for Education Statistics, *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context*, NCES 97-255, Washington, DC: U.S. Government Printing Office, 1997.

15. International Science Achievement

See technical note under indicator 14.

Sources: Ibid.

16. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. territories.

Mathematical sciences is the only field of study included in the mathematics category for this report.

Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1995), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1997.

Goal 6: Adult Literacy and Lifelong Learning

17. Adult Literacy

Adult Literacy Scales

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels.

Prose literacy, selected as a national core indicator for this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

> *Level 1* – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.
>
> *Level 2* – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.
>
> *Level 3* – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or

lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully: Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Source: Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, September 1993), 17.

18. Participation in Adult Education

Adults 17 years old and older who participated in one or more adult education activities on a full-time, but not on a part-time, basis in the previous 12 months are excluded from both the numerator and denominator in the calculations of adult education participation.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1991 Adult Education Component, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1995 Adult Education Interview, unpublished tabulations prepared by Westat, August 1995.

19. Participation in Higher Education

Sources: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1989-1996, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., August 1997.

U.S. Department of Commerce, Bureau of the Census, 1992-1996 March Current Population Surveys, unpublished tabulations from the National Center for Education Statistics, prepared by Pinkerton Computer Consultants, Inc., August 1997.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

20. Overall Student Drug and Alcohol Use

Use of any illicit drug includes any use of marijuana, hallucinogens, cocaine, heroin, inhalants, or any use of stimulants or tranquilizers not under a doctor's orders.

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June 1997).

21. Sale of Drugs at School

Source: *Ibid.*

22. Student and Teacher Victimization

Student Victimization

Source: *Ibid.*

Teacher Victimization

Sources: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-free Schools, FRSS 42, unpublished tabulations prepared by Westat, August 1994.

U.S. Department of Education, National Center for Education Statistics, Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

23. Disruptions in Class by Students

Student Reports

Source: Lloyd D. Johnston, Patrick M. O'Malley, and Jerald G. Bachman, *Selected Outcome Measures from the Monitoring the Future Study for Goal 7 of the National Education Goals: A Special Report for the National Education Goals Panel* (Ann Arbor: University of Michigan's Institute for Social Research, June, 1997).

Teacher Reports

See technical note for Goal 4, indicator 12 regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

24. Schools' Reports of Parent Attendance at Parent-Teacher Conferences

An elementary school was any school where the highest grade identified on the survey questionnaire was 6 or lower. A middle school was any school where the highest grade identified was 7 or 8, and three or fewer grades were served. All other schools (for example, where the highest grade identified was 7 or 8, and more than three grades were served) were not included in the analysis.

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Family and School Partnerships in Public Schools, K-8, FRSS 58, 1996, unpublished tabulations prepared by Westat, August 1996.

25. Schools' Reports of Parent Involvement in School Policy Decisions

See technical note under indicator 24.

Source: *Ibid.*

26. Parents' Reports of Their Involvement in School Activities

In the NHES:96, data for the three variables included in this report (attendance at a general school meeting, attendance at a school or class event, and acting as a volunteer at the school or serving on a school committee) were collected for a split-half of the sample. The other split-half of the sample included items that were worded slightly differently.

Sources: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1993 School Safety and Discipline Component, unpublished tabulations, NCES, August 1995.

U.S. Department of Education, National Center for Education Statistics, National Household Education Survey: 1996 Parent Interview, unpublished tabulations prepared by Westat, August 1996.

Readers interested in further information from data sources for the national core indicators presented in the *1997 Goals Report* can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Children's Health Index (Indicator 1)	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
Fast Response Survey System (FRSS) (Indicators 24 and 25)	National Center for Education Statistics (NCES)	Edith McArthur (202) 219-1442
Integrated Postsecondary Education Data System (IPEDS) (Indicator 16)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys (Indicators 14 and 15)	NCES	Eugene Owen (202) 219-1746
Monitoring the Future (Indicators 20-23)	University of Michigan, Institute for Social Research	Lloyd Johnston (313) 763-5043
National Adult Literacy Survey (NALS) (Indicator 17)	NCES	Andrew Kolstad (202) 219-1773
National Assessment of Educational Progress (NAEP) (Indicators 6-11)	NCES	Gary Phillips (202) 219-1763
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention	Victor Coronado (404) 639-8892
National Household Education Survey (NHES) (Indicators 3, 4, and 26)	NCES	Kathryn Chandler (202) 219-1767
NHES Adult Education Component (Indicator 18)	NCES	Peter Stowe (202) 219-2099
NCES items in the Current Population Survey (CPS) (Indicators 5 and 19)	NCES	Kathryn Chandler (202) 219-1767
Schools and Staffing Survey (SASS) (Indicators 12, 13, 22, and 23)	NCES	Daniel Kasprzyk (202) 219-1588

Readers interested in further analyses from NCES data sources can contact the National Education Data Resource Center (NEDRC) at the National Center for Education Statistics. NCES has established the NEDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Education Data Resource Center, write or call:

c/o Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street, Suite 200
Alexandria, VA 22311-1722

Fax requests to: (703) 820-7465
Phone: (703) 845-3151
http://www.ed.gov/

Appendix C: Technical Notes and Sources for the State Indicators

General Information

See general technical notes regarding data accuracy, sampling errors, and nonsampling errors in Appendix B.

Baseline and Most Recent Update Years

State participation may vary by data collection year for reporting dropout data using the National Center for Education Statistics' (NCES) uniform definition (indicator 7), state-level National Assessment of Educational Progress (NAEP) reading (indicator 8), state-level NAEP mathematics (indicator 9), and data from the Youth Risk Behavior Survey (YRBS) (indicators 23-29). The baseline year and the most recent update year for each state are reported in parentheses next to the indicator.

For these indicators, the range of state stores and the median are calculated using the data for all states that participated in that year, whether or not that year represents all states' baseline year or most recent update year. For example, 14 states have 1992 as their baseline year for indicator 7 and five states have 1993 as their baseline year. For these five states, the range of state scores and the median score for indicator 7 include data for the 18 states that reported dropout rates in 1993.

State and U.S. Comparisons

For the state-level indicators on student achievement (8-10) and the mathematics instructional practices (17-18), the state data are for public school students, while the U.S. data are for public and private school students. For the indicators on teacher education and professional development (12-15), and teacher victimization and student disruptions (30-31), the state data are for public school teachers, while the U.S. data are for public and private school teachers.

Data for the U.S. that is reported on the state pages do not include the territories. Range of state scores and median scores reported on the state pages do include the territories.

Goal 1: Ready to Learn

1. Children's Health Index

The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1995 health index varied from a high of 99.81 to a low of 69.24. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1995; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

The National Center for Health Statistics notes that alcohol use during pregnancy, which is one of the measures used to calculate the Children's Health Index, is likely to be underreported on the birth certificate.

Source: Nicholas Zill and Christine Winquist Nord of Westat developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1995 birth certificate data needed to produce the index, July 1997.

2. Immunizations

The Goals Panel reports data from 1994 as the baseline year for immunizations. This was the first year for which data were collected using the National Immunization Survey (NIS). In prior years, the Centers for Disease Control collected data on immunization using the National Health Interview Survey (NHIS). The Goals Panel does not compare data from NIS and NHIS, due to methodological differences between the two instruments.

Sources: 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 619; unpublished tabulations from Abt Associates, July 1997.

1996 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, July 25, 1997, 658; unpublished tabulations from Abt Associates, July 1997.

3. Low Birthweight

Source: U.S. Department of Health and Human Services, unpublished tabulations from Division of Vital Statistics, National Center for Health Statistics; prepared by Westat, July 1997.

4. Early Prenatal Care

Prenatal care refers to the first visit for health care services during pregnancy.

Source: *Ibid.*

5. Preschool Programs for Children with Disabilities

The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), unpublished tabulations prepared by Westat, July 1997. Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by state, for July 1995.

Goal 2: School Completion

6. High School Completion Rates

The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who hold a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages. For example, for the baseline year, state data for 1990 reflect an average of 1989, 1990, and 1991. The data for the U.S. that is shown on the state pages are for 1990. For the most recent update year, state data for 1995 reflect an average of 1994, 1995, and 1996. The data for the U.S. that is shown on the state pages are for 1996.

Source: U.S. Department of Commerce, Bureau of the Census, 1989-1996 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and MPR Associates, Inc., August 1997.

7. High School Dropout Rates

The 1991-92 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. For the 1991-92 school year, 13 states and the District of Columbia reported data that were considered to meet the CCD standards to allow publication of their dropout data. For the 1992-93 school year, 17 states and the District of Columbia reported data that met CCD standards. For the 1993-94 year, 26 states and the District of Columbia reported data that met CCD standards.

Sources: Lee M. Hoffman, *State Dropout Data Collection Practices: 1991-92 School Year* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1995).

Marilyn M. McMillen and Phillip Kaufman, *Dropout Rates in the United States: 1994* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

Marilyn M. McMillen, Phillip Kaufman, and Steve Klein, *Dropout Rates in the United States: 1995* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1997).

Goal 3: Student Achievement and Citizenship

General

National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data (in reading and mathematics) have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and NCES regard the achievement levels as developmental; the reader of this report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matters. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement, and applying external standards for performance is a difficult task. Evaluation studies have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For 12th grade, this is higher-than-minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At Grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, and of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at Grades 4, 8, and 12.* For 12th grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

Only three academic subjects are presented at the state level. Thus far, state-level assessments have only been conducted in reading, mathematics, and science, and student achievement levels have been established by NAGB in these three subject areas. The indicators for Goal 3 will be expanded as new NAEP assessments are developed in other subject areas and achievement levels are established.

8. Reading Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

In 1992, 43 jurisdictions (states and territories) participated in the 4th-grade reading assessment. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan, did not meet the minimum school participation guidelines for public schools; therefore, their results were not released. Also, Washington, DC, withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Source: Jay Campbell, Patricia Donahue, Clyde Reese, and Gary Phillips, *NAEP 1994 Reading Report Card for the Nation and the States* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 1996).

9. Mathematics Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment of 8th graders, and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

In 1996, 45 jurisdictions participated in the voluntary assessment of 4th and 8th graders. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools at Grade 8; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 4: Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont. The following states did not satisfy one of the guidelines for school sample participation rates at Grade 8: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Sources: Reese, C.M., Miller, K.E., Mazzeo, J. and Dossey, J.A. *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington, DC: National Center for Education Statistics, 1997).

National Center for Education Statistics, *1990 and 1992 NAEP Mathematics Data (revised)*, October 1996.

10. Science Achievement

See general technical notes regarding NAEP and the NAGB achievement levels.

In 1996, 45 jurisdictions participated in the voluntary program. However, three states (Nevada, New Hampshire, and New Jersey) failed to meet the minimum school participation guidelines for public schools; therefore, their results were not released. The following states did not satisfy one of the guidelines for school sample participation rates: Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Source: Bourque, M.L., Champagne, A. and Crissman, S. *1996 Science Performance Standards: Achievement Results for the Nation and States, A First Look* (National Assessment Governing Board, 1997, in press).

11. Advanced Placement Performance

The Advanced Placement program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 - extremely well qualified; 4 - well qualified; 3 - qualified; 2 - possibly qualified; and 1 - no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

The subject areas used for this report include the following Advanced Placement examinations:

English: English Language & Composition and English Literature & Composition
Science: Biology, Chemistry, Physics B, Physics C - Mechanics, and Physics C - Electricity and Magnetism
Mathematics: Calculus AB and Calculus BC
History: U.S. History and European History
Foreign Language: French Language, French Literature, Spanish Language, Spanish Literature, and German
Fine Arts: Art History, Studio Art (Drawing and General), and Music Theory
Economics: Macro-economics and Micro-economics
Government: U.S. Government and Politics and Comparative Government and Politics

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1997 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1997

Goal 4: Teacher Education and Professional Development

12. Teacher Preparation

Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science
English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

Information is not reported for bilingual education or English as a Second Language (ESL) degrees, since so few higher education institutions grant degrees in those fields.

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded;" or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

13. Teacher Professional Development

Selected topics for professional development include uses of educational technology, methods of teaching subject field, in-depth study in subject field, and student assessment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

14. Preparation to Teach Limited English Proficient (LEP) Students

Source: *Ibid.*

15. Teacher Support

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 5: Mathematics and Science

16. International Mathematics and Science Achievement

NCES is conducting a research study that will link the data from the 1995 Third International Mathematics and Science Study (TIMSS) to the data from the 1996 mathematics and science assessments of the National Assessment of Educational Progress (NAEP). The linking will result in projections of how each state that participated in the mathematics and science NAEP assessments in 1996 would have performed on the 1995 TIMSS assessment. We expect that these results will be available for the 1998 Goals Report and other future Goals Panel publications.

17. Mathematics Instructional Practices

Source: *NAEP 1996 Mathematics Cross-State Data Compendium for the Grade 4 and Grade 8 Assessment. Findings from the State Assessment in Mathematics of the National Assessment of Educational Progress.* NCES 97-495, (in press); and unpublished tabulations from Educational Testing Service, August, 1997.

18. Mathematics Resources

Source: *Ibid.*

19. Mathematics and Science Degrees

Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. territories.

Mathematical sciences is the only field of study included in the mathematics category for this report.

Fields of study in the science category for this report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

No percentages are reported for minority mathematics and science degrees in Guam due to insufficient population size.

Source: Integrated Postsecondary Education Data System (IPEDS 1991 and 1995), which is conducted by the National Center for Education Statistics. The data were analyzed by Westat, using the National Science Foundation's WebCASPAR Database System, August 1997.

Goal 6: Adult Literacy and Lifelong Learning

20. Adult Literacy

The U.S. Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy: prose, document, and quantitative literacy. Each of the literacy scales has five levels.

Prose literacy, presented in this report, is defined as the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial. The five levels are:

> *Level 1* – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.
>
> *Level 2* – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.
>
> *Level 3* – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.
>
> *Level 4* – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.
>
> *Level 5* – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states that participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

21. Voter Registration and Voting

Sources: U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1988, Current Population Reports, Series P-20, no. 440 (Washington, DC: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat.

U.S. Department of Commerce, Bureau of the Census, Voting and Voter Registration in the Election of November 1992, Current Population Reports, Series P-20, no. 466 (Washington, DC: U.S. Government Printing Office, 1993), and unpublished tabulations, calculations by Westat.

22. Participation in Higher Education

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. Data on high school graduates are for the previous spring; however, public and private school data on high school graduates are for different years because the Common Core of Data (CCD) is collected annually and the Private School Universe Survey is administered every two years. The 1992-93 CCD provides the number of public high school graduates in the 1991-92 school year; the 1991-92 Private School Universe Survey provides the number of private high school graduates in the 1990-91 school year. Similarly, the 1994-95 CCD provides the number of public high school graduates in the 1993-94 school year; the 1993-94 Private School Universe Survey provides the number of private high school graduates in the 1992-93 school year.

The Private School Universe Survey uses a combination of list frame and area frame samples to produce national estimates; the state estimates of private high school graduates are not considered representative. For 12 states, however, the area frame sample is large enough that standard errors can be calculated; for these states, change between 1992 (the baseline year) and 1994 (the most recent update) can be measured. For the remaining 38 states, the sample size is insufficient to permit a reliable estimate of change between 1992 and 1994.

The Private School Universe Survey does not collect data on private high school graduates in the U.S. territories (American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands). This report does not include data for the territories.

Sources: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992, 1995; Common Core of Data 1992-93; and Private School Universe Survey, 1991-92.

U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1994, 1996; Common Core of Data 1994-95; and Private School Universe Survey, 1993-94.

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

23. Student Marijuana Use

The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1995* (Atlanta, GA: 1996).

24. Student Alcohol Use

See technical note under indicator 23.

Source: *Ibid.*

25. Availability of Drugs on School Property

See technical note under indicator 23.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1995* (Atlanta, GA: 1996).

26. Student Victimization

See technical note under indicator 23.

Source: *Ibid.*

27. Physical Fights

See technical note under indicator 23.

Source: *Ibid.*

28. Carrying a Weapon

See technical note under indicator 23.

Source: *Ibid.*

29. Student Safety

See technical note under indicator 23.

Source: *Ibid.*

30. Teacher Victimization

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat, August 1995.

31. Disruptions in Class by Students

See technical note for Goal 4, indicator 12, regarding the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Goal 8: Parental Participation

32. Parental Involvement in Schools

Sources: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

33. Influence of Parent Associations

Areas of school policy include establishing curriculum, hiring new full-time teachers, and setting discipline policy.

In 1990-91, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: Arkansas, Georgia, Idaho, Kansas, Maine, Massachusetts, Montana, Nevada, New Mexico, North Dakota, Pennsylvania, Rhode Island, Vermont, West Virginia, and Wyoming. Also, for South Carolina, the value was 0 in this year, which is not shown on the graph.

In 1993-94, data from principals reporting that the parent association in their school has substantial influence on hiring new teachers were not reported for the following states due to small sample size: South Carolina and West Virginia. Also, for North Dakota, the value was 0 in this year, which is not shown on the graph.

In 1990-91, data from principals reporting that the parent association in their school has substantial influence on setting discipline policy were not reported for the state of Maine due to small sample size.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat, August 1995.

Readers interested in further information from data sources for the state indicators presented in the *1997 Goals Report* can contact the sponsoring agencies, as follows:

Data Source	**Sponsoring Agency**	**Contact**
Advanced Placement (Indicator 11)	The College Board	Wade Curry (212) 713-8066
Birth Certificate Data (Indicators 1, 3, and 4)	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500 Stephanie Ventura (301) 436-8954
Common Core of Data (CCD) (Indicators 7 and 22)	National Center for Education Statistics (NCES)	Lee Hoffman (202) 219-1621
Current Population Surveys (Indicator 21)	Bureau of the Census	Lynn Casper (301) 457-2445
Data Analysis System (Indicator 5)	Office of Special Education	Jane C. Williams (202) 205-9039
Integrated Postsecondary Education Data System (Indicators 19 and 22)	NCES	Roslyn Korb (202) 219-1587
International Education Surveys (Indicator 16)	NCES	Eugene Owen 202-219-1746
National Adult Literacy Survey (NALS) (Indicator 20)	NCES	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP) (Indicators 8-10, 17, and 18)	NCES	Gary Phillips (202) 219-1763
National Immunization Survey (Indicator 2)	Centers for Disease Control and Prevention (CDC)	Victor Coronado (404) 639-8892
NCES items in the Current Population Survey (CPS) (Indicator 6)	NCES	Kathryn Chandler (202) 219-1767
Private School Survey (Indicator 22)	NCES	Steve Broughman (202) 219-1744
Schools and Staffing Survey (SASS) (Indicators 12-15, and 30-33)	NCES	Daniel Kasprzyk (202) 219-1588
Youth Risk Behavior Survey (YRBS) (Indicators 23-29)	CDC	Laura Kann (770) 488-3251

Readers interested in further analyses from NCES data sources can contact the National Education Data Resource Center (NEDRC) at the National Center for Education Statistics. NCES has established the NEDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Education Data Resource Center, write or call:

c/o Pinkerton Computer Consultants, Inc.
1900 North Beauregard Street, Suite 200
Alexandria, VA 22311-1722

Fax requests to: (703) 820-7465
Phone: (703) 845-3151
http://www.ed.gov/

Appendix D: Acknowledgements

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REPORT PRODUCTION

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